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ABSTRACT

This manual, developed as part of the performance-based Early Childhood-Special Education Teacher Preparation Program, is a trainer's manual for teaching parenting skills. Each module or set of modules presents effective skills for managing and changing behaviors of adults and children. Several profession strategies and theoretical orientations are represented, including client-centered humanistic psychology, rational emotive psychology and behavioristic psychology. In each module the trainer is given objectives, materials needed, procedures for facilitating discussion, pertinent literature references, and directions for homework assignments. Three courses are outlined which combine sessions on the following topics: developing sensitivity, building effective parent-child relationships, and using various behavior modification techniques. Optional sessions on developing the child's intelligence, special education, and helping the child with homework are also included. (ED)

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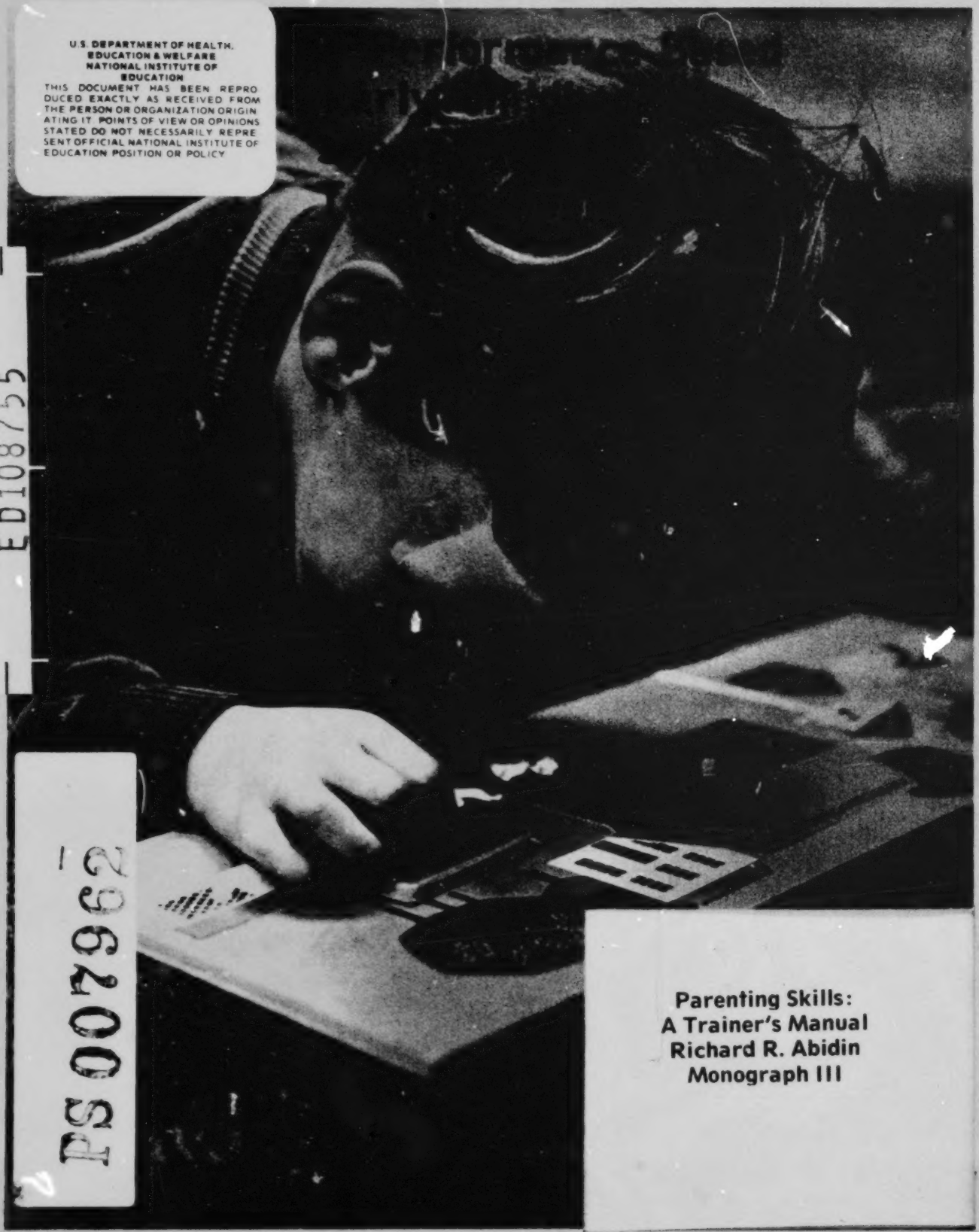

PS 007662

Parenting Skills: A Trainer's Manual

Richard R. Abidin

Monograph III

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PREFACE

For many centuries men of different nationalities, races and religious backgrounds have struggled to obtain a "good life" for themselves and their children. They have developed and applied scientific technology to corquer diseases, to mass produce goods, and to travel in outer space. These scientific achievements have taken place largely due to the recognition of the importance of education and training in developing knowledge and skills necessary to achieve these technological goals. Yet, in one area, and possibly the most important human activity, the raising of children, we have failed to recognize and plan for the development of the knowledge and skills necessary to do the job.

It has been frequently observed by professionals and others interested in children that one must be licensed to be a plumber, or a truck driver, and yet no requirements for parenthood beyond the biological necessities exist. The licensing of parents is obviously absurd but this does not mean that nothing can be done. The question might be raised as to why little has been done in the past concerning child-rearing knowledge and skills? The answers undoubtedly would be many and varied. The notions of mothering instinct, fear of domination by forces external to the family, the wide range of differing cultures and values, are but some of the important factors. Further, the professionals concerned with children have contributed to the problem by each suggesting the "right way." Each of these "right ways" starts from a specific set of assumptions and values and proceeds to describe how children should develop and how they should be managed. The failure to date of these efforts to be useful to the average man is probably based on the failure to separate the technology of childrearing from the assumptions and values. Beyond that, the failure to develop in the parent specific knowledge and skills has limited the usefulness of many ideas.

Therapists have for years recognized that the unhappy, maladjusted, and ineffective human being is generally that individual who sees himself as having limited choices and means of achieving his personal goals. Effective intervention takes place when the individual develops the knowledge and skills to achieve his goals or is helped to clarify or change his goals such that they are achievable. In many ways the position of the parent is such that he has only a limited range of knowledge and skills applicable to childrearing.

Child psychologists and other child workers often report that they have never met a parent who purposely reared a child to be unhappy, maladjusted and ineffective yet millions of these children exist today. In the course of clinical interactions with these families, what emerges are parents who are ignorant about their own values and assumptions, and about the many different effective means of managing and developing desired and effective behavior in their children. All too often serious problems in personal and social adjustment in children are related to gross knowledge and skill deficiencies in the parents. Poverty and physical limitations are important factors but we know that the child is a sturdy organism which can cope with the conditions of poverty and physical limitations if reared effectively. We also know that children reared in affluence without physical handicaps can be unhappy, maladjusted, and ineffective when raised by ignorant and unskilled parents. What is needed, in part, at the present time is some means of increasing the chances that parents will be more knowledgeable about

the needs and development of children and for these parents to develop a range of specific skills in child rearing. How this is to be achieved is not clear and undoubtedly there will be many different possible solutions. What is clear is that it is time to begin organizing the available knowledge and skills into programs of education and training.

The following set of Parenting Skills modules were created in the belief that many parents can be helped in the serious task of raising their children if some of the basic skills and knowledge required were identified and specified, and if the parents had the opportunity to learn and practice these skills. The author embarked on this task in the hope of being an interface between the accumulated knowledge of the various professions concerned with children and their development, and parents. No orthodoxy or predetermined set of values, ideas and skills were assumed. The author began with the professional literature, talks with parents, and personal interviews with about fifty leading authorities on children in the United States, in addition to his own clinical experiences.

The ideas and skills presented in this program don't represent the "right way to raise children"; rather, the program attempts to provide parents with insight and skills which will help them reach their goals. The ideas and skills presented are donw so with a deep respect for the integrity of the family and the ideas and goals of parents. Each parent should feel free to accept or reject or selectively use any of the skills presented.

HOW TO USE THE PARENTING SKILLS PROGRAM

The following program of parenting skills may be employed by a wide range of professionals who work with parents and children. The only major skills required of the trainer is a democratic group leadership style combined with a genuine capacity to communicate acceptance and respect for the honest, if not always constructive, efforts of parents to raise their children to be happy and effective people.

The units presented in this program represent an amalgamation of a wide range of profession strategies and theoretical orientations, among those heavily represented are Client Centered Humanistic Psychology, Rational Emotive Psychology, and Behavioristic Psychology. Each module or set of modules presents skills which are effective in managing and changing behaviors of adults and children. No set of strategies is seen as being more important than another and all must be employed with honesty and respect for others, be they adults of children. Parents must be helped to see that the skills contained in this program are best employed in an open fashion. If their children note changes in their reactions and behaviors then an honest explanation should be encouraged.

Short Course #1: (7 sessions)

OBJECTIVES:

1. Designed to sensitize parents to the impact of their behavior on their child's self concept.
2. Designed to provide parents with a set of skills which will aid them in managing their feelings in relation to their children and their spouses.

Units to be presented: 1, 2, 3, 16, 17, 18, 19.

Short Course #2: (8 sessions)

OBJECTIVES:

1. Designed to sensitize parents to the impact of their behavior on their child's self concept.
2. Designed to provide parents with the means to evaluate their relationship with their child.
3. Designed to provide parents with the skills needed to build and develop a positive relationship with their child.

Units to be presented: 1, 2, 3, 4, 5, 6, 7, 8.

Short Course #3: (10 sessions)

OBJECTIVES:

1. Designed to sensitize parents to the impact of their behavior on their child's self concept.
2. Designed to alert parents to the effects of varying forms of discipline.

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3. Designed to teach parents the skills required to successfully employ the principles of Behavior Modification.

Units to be presented: 1, 2, 3, 9, 10, 11, 12, 13, 14, 15.

In addition to the short courses described above the professional using this manual will find that a number of the Units may be used for one meeting presentation to the public as lectures. The Units suitable for single lecture presentations are 2, 3, 9, 13, 20, 21, 22.

FIRST SESSION:

BUILDING A GROUP IDENTITY BY SHARING

The first session of your parent education program undoubtedly will involve some basic administrative matters, however, this session is the "Ice Breaker" and it is important that in some sense a group identity be formed. During the coming weeks these parents will be struggling together to learn and to practice some important child rearing skills. The more each member of the group feels accepted, secure and unthreatened the greater the chances are that he will try to tailor and apply the techniques and ideas discussed to his own situation.

During this session and the following two the idea of Group Identity and the acceptance, security and degree of threat experienced by each parent must be uppermost in the mind of the trainer. The trainer must communicate basic acceptance to each and every parent and it is their trust and confidence in the trainer which will in part determine whether they will work at the ideas and skills. It has been the experience of the author that no parent engages in behaviors which he knows will hurt his child, and when these seem to occur it is because the parent does see or know of an alternative way of handling the situation. The success of the program rests in large measure with the trainer's ability to accept without judgment the reactions and comment of parents and to help them see the value of some of the alternatives suggested in this program.

One or more of the exercises listed below may be used as part of the ice breaking process. The trainer must determine which if any of these exercises would be useful and workable with his group of parents.

Ice Breaker Activity -- "Sharing"

Goal -- To develop a comfortable climate and readiness for interaction by developing empathy and trust.

Group size -- 6-25 - When the groups are smaller there is an increased need for the trainer to maintain any active monitoring role since the experience may become more intense than intended.

Material -- 1. Pencils for all.
2. Small pad of paper.

Time required -- 15 minutes for Phase I.
15 minutes for Phase II.

Physical Setting -- The Group members should be arranged in a circle or around a large conference table. They must not sit in rows for this experience and for the remainder of the program.

Trainer's role in the Process:

The trainer must be able to provide a comfortable balance between authoritarian and democratic leadership. This means that he must be able to refocus the group's responses onto personal feelings to prevent discussion which is intellectualizing. Yet he must stay out of the process as long as the group works at the level of personal feelings. The leader must be prepared to intervene tactfully, sympathetically, and in an accepting manner if one member is taking up more than his share of time.

Setting the tone -- The trainer prepares the group by explaining that in the two "Sharing" experiences in which the group will engage in it will be important to share feelings and experiences but not opinions or judgments. The purpose of these experiences are not group discussion in which people give opinions and judgments rather it is to share experiences and feelings. The trainer may, depending on the group, lecture briefly on the idea that when a group of people exchange memories, experiences, and feelings, a warmth and closeness usually develops quietly and quickly. This warmth relaxes people so they can better attend to the situation and the things they want to learn because they feel good about the situation.

Phase I -- All participants are to write down on a piece of identical paper the one thing which concerns or bothers them the most about being in groups such as classes, discussion groups or groups like the present one. The papers are folded and tossed into a hat then mixed up. Each person then draws one of the slips of paper and responds in turn about how he would feel if he had this concern. He should replace his slip if he draws his own. Other participants may join in or add their perceptions after the initial response. The trainer should monitor pacing so all cards are read within the time allotted. The trainer should encourage such additions by comments such as, "Did any one have any other feelings or reactions?" or "How do you think you would feel if you had this concern?"

All participants are told and shown that the slips of paper are destroyed at the end of the experience.

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Phase II -- The procedure is the same as in Phase I however this time each group member is to write on the slips of paper a brief description of a happy or unhappy event they can remember from their childhood. The person who draws the slip is to describe how he thinks it would feel to have had that childhood experience. "How would it have affected you?"

The trainer collects and destroys the slips of paper at the end of the experience. This is done without comment.

THE FIRST MAJOR KEY

I AM WORTHWHILE - I AM LOVEABLE

OBJECTIVES:

1. To present the first of the two key ideas about how to raise an effective, happy and loving child. Specifically, whenever possible, the things a parent does with and to his child should help his child come to believe he is worthwhile and loveable.
2. To demonstrate the effects of a parent's verbal and nonverbal behavior upon the child's belief about whether he is a worthwhile and loveable person.
3. To illustrate different methods for praising and criticizing children's behavior.

MATERIALS:

Blackboard
Chalk
Eraser
3 mirrors - Instructions for mirror exercises
Homework assignment

REFERENCES:

Limbacher, Walter J. Here I Am. Dayton, Ohio: Geo. A. Pflaum, publisher, 1969, Chapter 10.

Kagan, Jerome. Understanding Children. New York: Harcourt Brace Jovanovich, Inc. 1971. Chapter 1.

Becker, W., Engleman, S., and Thomas, E. Teaching: A Course in Applied Psychology. Chicago: Science Research Associates, Inc. 1971. Unit 14.

Ginott, H. Between Parent and Child. New York: The Hearst Corporation, 1963. Chapters 1-3.

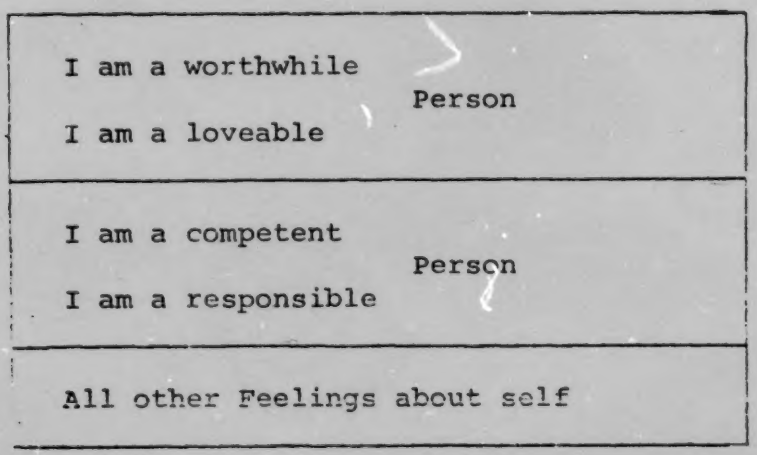
Today we are going to discuss the first of two major ideas in child raising. I believe these ideas are the most important ideas about how to raise children so that they will be confident, effective and loving human beings. The two ideas which I will present during this session and the next I have called the Two Major Keys. These key ideas have come out of the research of psychologists, psychiatrists, and educators and from the wisdom of many successful parents. These keys will be most useful to you as guideposts as you deal with your children. In later sessions we will work on some of the skills you will need to develop in order to put these ideas in action.

The first major key is that your child must develop a belief that he or she is a "worthwhile", and "loveable" person.

Write on board.

These feelings about himself, like every other belief and idea your child will come to have about himself, are learned. They form one of the major parts of his Self Concept (Complete diagram).

SELF CONCEPT



When I say his beliefs about himself are learned, I mean that just as a child learns to talk, or read, or play a game he learns who he is by the things people do and say to him.

In a way, a child's parents and the other people around him are kind of like mirrors. When a child does something, the things his parents say to him about it and the expressions on their faces tell him what they think of him. Now, since children are helpless and parents are the source of all the good things such as food, warmth, hugging, etc., the child cannot reject its parents while it is very young. Therefore, when the parent is angry or annoyed most children seem to react as though there is something wrong or bad about them. Repeated experiences with an angry, yelling, rough handling parent slowly teaches the child that he is not loveable and worthwhile.

Now why do you think it is important that the child develop these beliefs that he is a "worthwhile and loveable" person?

Pause - Wait for Parent Responses - Summarize on blackboard.

Yes, all of these are some of the reasons that we must help our children develop this belief. I would like to point out that people who don't believe they are worthwhile or loveable are very often depressed, tired and lacking in ambition. Depressions are the major disorder of our times. Depressed people are people who don't believe they are worthwhile and loveable. Let me give you an example of the words of a 19-year old depressed female office worker discussing her feelings about her job and co-workers. Listen carefully to her beliefs about herself as she talks to her therapist.

Patient: "Mary tries to be friendly and helpful but I just don't have the energy to go shopping during lunchtime."
Therapist: "What do you do?"
Patient: "Well I just hang around the office and try to do a little work. I am not as fast as the other girls. They're really good. --(long pause)-- I don't really understand why Mary tries to help. I mean all I do is get in the way and I know I ain't no fun to be with. I guess she is just a good person and feels pity for me or guilty. (Tears.) God, why do I do these rotten things to people."

The second important reason for your helping your child to believe he is loveable and worthwhile is that until your child develops these beliefs he cannot give love and make others feel worthwhile. If he can't do these things what do you thing his relationships with other people and you will be like?

Pause - Write Responses on Board, Summarize responses using parents' words.

Yes, you all seem to have a good appreciation of the importance of this key

COMMUNICATING FEELINGS THROUGH GESTURES

I am going to darken the room and I want you to imagine yourself to be a child between 2-6 years of age. Imagine that you are in your house. Listen carefully while I give you some examples of things that are said to children.

(Dramatically and Sarcastically) - "You just don't care about anybody but yourself. You know I saved that candy for your sister. You're just mean and selfish."

Now, how do you think you would feel about yourself if you were the person being spoken to by this parent whom you loved.

(Parent Responses - Praise and restate parent responses - point out the effects on the person's feelings about himself in terms of worthwhileness and loveableness.)

(In desperation with Rejection) - "Get out of my sight. I can't stand you, you never listen to me. (Pause) Go, (Pause) get out of here and shut up."

Now, how do you think you would feel about yourself if you were the person being splken to by this parent?

(Parent Responses - Praise and restate parent responses; point out the effects on the person's feelings about self in terms of worthwhileness and loveableness.)

(Concerned and Interested) - "Susie, I know you like to use my pot and I like to share them with you, but please tell me when you want to use them so I would not waste time looking for them."

Now, how do you think you would feel about yourself if you were the person being spoken to by this parent?

(Parent Responses - Praise and restate parent responses; point out the effects on the person's feelings about themselves in terms of worthwhileness and loveableness.)

These examples were designed to remind us of the effect our words may be having on our children in terms of the immediate situation and their long term belief as to whether they are worthwhile or not.

Now I would like for each of you to go to the back of the room where I have set up 3 mirrors. You are to go three at a time with each of you going to your own mirror. When you get there, there will be a set of directions as to what you are to do. Please don't say anything while you are there or when you return. Just read and follow the directions at each mirror. The rest of the class is not to turn around until it is their turn.

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DIRECTIONS AT MIRRORS

Please be seated. Look into the mirror. Do the following two things. Please try to remember how this exercise felt since we are going to talk about it in a minute.

1. Imagine you are talking to your child without saying a word. By using your face make him or her know you are proud of him and love him. To help you do this exercise imagine your child giving you a present which he just made.

2. This time using your face and without a word show him or her that you are annoyed and angry with him or her. To help you do this exercise imagine yourself walking into your garage and finding your child and his new clothes covered with paint.

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Why do you think I asked you to do this exercise?

Restate Parent Responses - praise and elaborate as follows:

Yes, all of these things you mentioned are true but most importantly I wanted to do this to emphasize and remind you that you communicate to your children by not only what you say but how you look. Also, the fact that most of you, like most everyone else, found it more difficult to communicate the pride and love than you did the annoyance and anger tells us something. The things we do often feel comfortable and we do with ease, those things which we rarely do often feel strange and uncomfortable. If you found it difficult to communicate pride and love well now you know something which you can work on to help your child develop his belief that he is a worthwhile, loveable person. You must practice showing love and pride in your face.

PRAISE AND CRITICISM WHICH ISN'T DESTRUCTIVE

Next, we are going to look at the do's and don'ts of talking to your child so that you will help him develop the belief that he is worthwhile and loveable.

When you are talking to your child it is important to give praise and at times you will have to give criticism. Both praise and criticism are important but they should be handled properly.

HELPFUL PRAISE - To begin, it is important that you learn to praise a person's efforts and accomplishments accurately without judging the person morally. Statements such as you are a "good boy" or you are always so honest, etc., fail to help the child develop his belief that he, as an individual, is a worthwhile and loveable person since they are general statements and are not always true. Every child does "bad thing", every person is dishonest at times. General statements like "you are a good boy" or "you are always honest" often create guilt and the child cannot accept the praise he deserves because he knows it's not true and it's phoney. Praise that is helpful is praise which describes what the child did which was so pleasing.

(Write on Board - Helpful Praise - describes what the child did and the effects on others.)

For example: Johnny helped mother clean the house before company came without her asking. Let me show you now the difference between not helpful and helpful praise.

NOT HELPFUL PRAISE - "Johnny, you are such a good boy. You are always so helpful and thoughtful, I just know I can always depend on you."
HELPFUL PRAISE - "Johnny (age 5), I appreciate your helping me dust the furniture. When you help like that I feel great and it gives me extra time to get ready."

This praise is specific, it points out what Johnny did and how it affected others.

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Let's consider some other examples and decide if the praise was helpful praise or not.

1. "I appreciate your helping me finish your room by tucking in the blanket on your bed."

Is this helpful praise? (Parent Response - Yes)

2. Next we have a mother on the telephone, she hangs up and says to her 4-year old: "You are such a good girl. You are always so quiet."

Is this helpful praise? (Parent Response - No.)

Well, what would be helpful praise in this situation? - "Thank you for being quiet while I was on the telephone, that way I can hear the other person better."

HELPFUL CRITICISM - Criticism, like praise, is also important but must be handled properly also. Criticism which is not helpful typically attacks the person and doesn't help him see what he did wrong or what he could have done. It also doesn't show the child exactly how what he did affected others. (Write on Board - Helpful Criticism - describes what a child did wrong, what he could have done, and how it affected others.)

Let me give you a few examples:

1. Mark, age 5, takes a toy away from his 4-year old brother and father steps in and says: "When you will not share any of your toys with your brother you can't expect him to share any with you."
2. Another father faced with the same situation steps in and says: "Mark, you are being a selfish child. You have no right to steal somebody else's things. If I catch you stealing again you are going to get it but good."

Now which father is using helpful criticism, the first or the second? (Parent Response.)
Why is the first helpful and the second not? (Parent Response.)

Now let's look at some not helpful criticism - "Johnny, (age 4), you broke the glass because you were a bad boy. You didn't listen to Daddy. Daddy told you three times not to play with it and you broke it on purpose."
What might be some helpful criticism? (Parent Responses - Accept and Reinforce.)

HELPFUL CRITICISM - "Johnny, the glass broke because it was too heavy to carry with one hand. Now you see why Daddy told you to put it down or carry it with two hands. That was an important glass for Daddy and now I am sad that I won't have it any more to use. Well, I guess you had better start cleaning up the mess.

These examples show that parents can praise and criticize their children but there are helpful ways and destructive ways. The helpful ways don't tear down the child or make him feel he is a bad person yet he or she will learn from the criticism.

Later on, during some of the coming sessions, we will work on how to talk to children so that they will talk to you. The ways of talking to children which we will practice will do two things for you. They will help build a close relationship with your child and will help him develop the belief that he is a worthwhile and loveable person.

What I would like you to remember from this session is that the first key to developing a well adjusted, happy and loving child is that you must keep in mind as much as possible the following question. Will what I am doing make my child believe he is a worthwhile and loveable person? Certainly, you wouldn't have the time to always keep this question in mind. At times you may be angry and will not want to ask yourself such a question, but if you keep this idea in mind most of the time, after a while it will not be strange. Then it will begin to guide your behavior and you will have made a big step forward in insuring the future success and happiness of your child.

Now I would like you to think about what we did during this session and if you have any questions or reactions. (Pause.)

Wait for some response - Keep an expectant look on your face and look at the group. (Handle all parent's reactions with the following attitude: Yes, it is difficult, yes, it is strange, yes, there are problems with any idea, but if you follow through I just know it will be helpful to you in the long run.)

Let's quit for coffee now.

HOMEWORK

MAJOR KEY #1 - I AM WORTHWHILE - I AM LOVEABLE

R. R. ABIDIN

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WILL WHAT I AM DOING HELP MY CHILD TO BELIEVE HE IS A WORTHWHILE AND LOVEABLE PERSON?

Every person must learn who he is. He learns who he is from how people react to him. If he is told he is mean and bad and not dependable, he will believe that he is what people expect of him. He will expect little of himself.

THE ASSIGNMENT: #1

Each night before you go to bed think about the number of times in that day that you did something which would make your child feel like a worthwhile person. Write the number below the day of the week starting with today.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

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HOMEWORK

Remember, when you praise and when you criticize do it about the child's behavior or achievements, not about his personality. Praise and criticism both should be specific and describe the behavior which causes the praise or criticism. It is also helpful to let the child know the effects of his behavior or accomplishments on others.

For example - Jimmy, age 2, goes potty in the bathroom and not in his pants.

HELPFUL PRAISE - Jimmy did potty in the bathroom like a big boy. Mommy is happy because now she doesn't have stinky pants to clean.

HELPFUL CRITICISM - Johnny, age 3-1/2. Jimmy, when you don't put your toys in the box before bedtime, Daddy has to come in and pick them up. When I have to do your work and pick up your toys, I don't feel like talking with you.

ASSIGNMENT #2:

1. Give an example of some helpful praise which you gave your child this past week.
2. Give an example of some helpful criticism which you gave your child this past week.

THE SECOND MAJOR KEY

COMPETENCE AND RESPONSIBILITY

R. R. ABIDIN

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OBJECTIVES:

1. To show parents the importance of the child's development of competence.
2. To teach parents how they can help their children to feel competent and in control of the results of their behavior.
3. To teach parents that they can guide their children in accepting responsibility through the consequences of their actions.

MATERIALS:

Blackboard
Eraser
Chalk
Homework Exercise - Major Child Development Ideas #2

SUPPLEMENTAL READINGS (FOR TEACHERS)

A Parents Guide to Child Discipline by Rudolf Dreikurs, M.D. and Loren Grey, Ph.D.

Robert W. White. Motivation Reconsidered: The Concept of Competence. Psychology Review, Vol. 66, 1959, pp. 297-333.

Children the Challenge by Rudolf Dreikurs and Vicki Soltz. Hawthorne Books. New York, 1964.

Today we are going to talk about the second key idea for helping you to raise your child to be happy and successful in life. The idea we are going to talk about is competence. Now this key idea means that your child must come to believe that he is competent. Psychological research has shown that if a person believes he is competent he will be more satisfied with himself, more persistent in solving problems, more willing to try new things, more willing to learn, more able to see that he can change his world or at least part of it, be more resistent to depression and anxiety, achieve higher grades in school, and more likely to accept responsibility for what he does.

Write on blackboard: Competence.

Now, what does competence mean to you? When and where does it show? (Abbreviate responses and write answers on blackboard. The following idea must be pointed out -- we develop our sense of competence out of everything we do; social conversation, reading and other school work, playing games, getting around, helping yourself, arts and crafts, etc.) Now, fortunately or unfortunately, children learn and develop not only a sense of competence about themselves as game players,

good talkers, good readers, etc., but they also collect all their feelings of competence or incompetence and they develop some overall idea of whether they are competent or incompetent. How do you think a child who feels competent will behave in the following situations?

1. Meeting a new neighbor - (Time for class response.) Yes, he probably would go up and introduce himself and make friends.
2. Being involved in a class play - (Class response.) Yes, he probably would work hard to get a part in the play and the most important part possible.
3. Being sent to the store to buy something - (Class response.) Yes, he would see the trip to the store as a way to prove himself. He would be delighted in parent's recognition of his maturity.
4. Being left with a babysitter - (Class response.) He would see this as a person he could have fun with, learn things from, do things with, get to do things for him.

Now, how do you think a child who feels incompetent will behave to these same situations?

1. Meeting a new neighbor - (Class response.) Summarize and reflect responses of group.
2. Becoming involved in a class play - (Class response.) Summarize and reflect responses of group.
3. Being sent to the store to buy something - (Class response.) Summarize and reflect responses of group.
4. Being left with a babysitter - (Class response.) Summarize and reflect responses of group.

Okay, now I have presented the idea that competence is the second major key to raising a happy and successful child. You can all see that whether a child believes that he is competent or not will affect how he behaves and what he does. Which child would you prefer - a competent one or an incompetent one? (Pause.) Well, how you handle your child in a thousand little situations will determine the difference.

You will not always be able to handle situations such that they will help your child develop a broad feeling of competence. However, if you keep the competence key in mind at least 51% of the time, you will make a real difference in your child's life. You must ask yourself, "What will the effect of what I am doing be on my child's sense of competence? Will it make him believe he is competent or incompetent?

Now we have the basic idea but let's see if we can examine it more closely so that we can see how you could put this idea to work for your child in everyday situations.

There are two basic ways you can assist your child in developing his sense of competence. The first is to reinforce or encourage his efforts to do things. The second is to make his world, your home, easier to deal with. How let's consider each of these ideas one at a time.

Reinforcing or encouraging your child's efforts to do things means to appreciate what your child accomplishes and not to focus on the parts of his behavior which are not successful. For example, when a child begins to use a spoon his mother would reinforce his efforts with comments such as "What a big boy you are feeding yourself." This reinforcement,

encouragement, is given despite the fact that the spoon is held wrong, and he gets half of the food on his cheeks and chin. If this child's mother were to say, "No, Jimmy, you are holding the spoon wrong, look, like Mommy. Careful, you making a mess" -- what Jimmy's mother has said tells him many things including the idea that his behavior is not acceptable and he isn't doing well. Let's consider some other examples.

Three-year old Robin is having a birthday party. Her mother is in the living room with the party guests when she sees Robin coming around the corner with a plate full of cookies and one of them drops to the floor. Robin's mother jumps up and rushes over to take the plate out of Robin's hands. She says, "Here, dear, let me take that. You might spill them. Go on over and play with your friends. I'll pass the cookies around."

What do you think the mother in this example was teaching her daughter about her competence? (Pause. Class response.) Yes, from Robin's point of view her mother was saying you can't handle the situation, Robin. I can't trust you, you're not competent.

How might Robin's mother have responded in order to have helped Robin develop a sense of competence? (Pause. Class response.)

EXAMPLES OF CONSTRUCTIVE RESPONSES:

1. She might have just stayed where she was and given Robin a broad smile of approval and pride.
2. She might have said, "Thank you for your help, Robin. It's nice to have someone who can help me."

Now, if Robin's mother would have responded in one of the last two ways, what would the risk have been? Yes, the cookies could have been spilled but this seems a minor consequence and risk for the possible step forward in the development of Robin's sense of competence and personal pride. I often have found that when situations such as the one described are cast in the light of a child's personal development as opposed to a model of efficiency to get a job done, all parents will choose to do what will help their child develop a sense of competence. No mother would choose a dozen cookies over giving her child a memory of competence and acceptance.

Let me describe a situation and then let's see if you can provide a reaction which will reinforce and encourage the child in such a way as to build his sense of competence.

Billy, age six, is working in the basement of his house. His father is awakened by the pounding of a hammer, and comes down to see what's happening. He opens the door and sees nails all over the floor and Billy working on building a lopsided box with all four sides being of different lengths and not fitting together, and with bent nails sticking out of the wood.

What might Billy's father say if he wanted to help Billy's sense of competence? (Pause. Class response.)

EXAMPLES OF THINGS HE COULD DO IF PARENTS DON'T COME UP WITH SOME CONSTRUCTIVE EXAMPLES:

Well, he might just stand there and smile, with an interested look on his face and say nothing, or he might say, "What are you making, Billy?" Billy could tell him and then he would say, "It sure looks hard to make. Let me know when it's done." and father walks away.

What are the risks here? (Pause. Class response.) Yes, Billy could possibly cut his hand or hit his finger with the hammer. But maybe it is worth it to have the pride and sense of competence which comes out of doing it yourself.

Some people will think that the ideas expressed don't make sense because children need some instructions. I agree that some instruction is needed, and possibly Billy's father could have given him one suggestion. However, all too often parents over-instruct the child by telling him too much for that day. I would suggest that as a rule of thumb when you want to instruct your child who is working on a project, that you volunteer no more than one suggestion per hour. Your suggestions would be best expressed as follows: "Billy, do you think putting the box in the vise would make it easier to work on?" (Pause.)

Do you have any questions or reactions to what I have just said?

Now let's move on to considering how you can manage your child's world (your home) and his behavior in it to assist in his developing a sense of competence.

If we consider your home or your young child's world there are certain things which you can do to this world which will help his sense of competence. First, you can try to fix things so that the child can meet his needs and responsibilities considering his size, strength and muscle coordination. The following are examples of some changes in the child's world that parents have made to encourage their child's sense of competence and independence.

1. Having a bench in the bathroom so that the child can get his own glass of water.
2. Having big tags put on zippers so that the child can open and close his own zippers.
3. Making a top sheet and blanket for his bed with corners on the foot end like a form fitted sheet so that the child can more easily make his own bed.
4. Placing a large box in his room for toys as opposed to using drawers and shelves.

Before considering the idea of responsibility through consequences I would like to summarize what has been said so far. That is that it is important for the parent to help the child feel that he is capable of handling situations which he comes into contact with. After having experienced feelings of competence in his activities he will begin to face new situations with the belief that he will be able to master them. With time, he will come to see himself as competent and this will support his positive feelings about himself.

This brings us to the idea that the child must learn to be responsible -- to be willing to accept responsibility for his actions. As parents we can assist the child in recognizing that he is competent and that what he does has consequences. The consequences of his actions, whether they be positive or negative, acceptable or unacceptable, are the fruits of his labor. The child must learn to accept responsibility through the consequences of his behavior. If he doesn't like the consequences, he will learn to do something different next time. Let's consider some examples of consequences which are likely to teach responsibility.

Three-year old Timmy was playing outside and stepped into a mud puddle. His shoes got all wet so he came into the house, dripping wet, for some dry clothes. When he asked if he could go outside again, his

shoes were still wet, so his mother said very calmly and in a matter of fact manner, "I'm sorry, Timmy, you cannot go outside because your shoes are still wet."

Notice that Timmy's mother pointed out the consequence of his behavior and, thus, his responsibility. She didn't say, "No, you were a bad boy and got your shoes wet." Rather, she said, "I'm sorry, Timmy, you cannot go outside because your shoes are still wet." She did not have to give him a lecture on how he would be likely to catch a cold or how he should have been more careful and not gotten himself all wet. What is really important is that now Timmy will see that what he did -- getting his shoes and himself all wet -- lead to the result of him not being able to go outside. Because he probably doesn't like the consequence of not being able to go outside, he is more likely to learn not to get his shoes wet.

This idea seems like a very simple thing to do, but you will find that it's hard to put into practice. Parents are used to punishing "bad behavior" -- getting angry, yelling, and scolding. By simply letting Timmy see that he can't play outside because of his own actions, helps the parent avoid getting upset. Without the emotional upset of his parent to respond to, Timmy will be better able to see that he alone is the one responsible for his actions.

If a parent is going to be able to help his child learn to accept responsibility for his behavior, the parent will need to react to situations which occur by pointing out the consequences of the child's behavior - in a way which is not nasty. Unfortunately, all too often people respond to irresponsible behavior with an aggressive manner like: "Now, I've got you." In building the child's sense of responsibility it is important that both positives as well as negative consequences be pointed out and it is best to point out more positive consequences than negative consequences.

An example of pointing out positive consequences of the child's behavior is a mother admiring a picture in a coloring book the child has just finished. She might say something like, "You worked slowly and carefully on this picture and it looks very neat and pretty." We see that the mother has pointed out to the child his behavior - it looks neat and pretty. (Pause.) Now let's consider some other examples.

A child came home from school with a big smile and excitedly told her mother that she had the highest score on a spelling assignment. "Look, Mommy, the teacher even wrote 'Excellent' on my paper." "That's great," said the mother. "You worked very hard for that test last night and you made an excellent mark. You should be very proud of yourself." The mother has pointed out to the girl the consequence of her behavior: she worked very hard thus getting a high mark and deserving pride in her work, not making Mommy proud.

Now let's consider an instance of a parent pointing out a negative consequence. Danny and his father decided to go out to play ball. "Where is the ball, Danny?" asked the father. Danny shrugged his shoulders and said he couldn't find it. To this his father said, "You didn't put your ball back in the toy box and now we can't find it and we can't play ball." The father has pointed out the boy's actions and the consequences of that behavior.

<u>What was the behavior that led to the consequence as pointed out by the father</u>? (Pause. Class response.) (Not putting the ball back in the toy box.)

And what was the consequence of not putting the ball away? (Pause. Class response.) (Not being able to find it and not being able to play.)

Right. By showing Danny that his behavior of not putting the ball away led to the consequence of not being able to find ti and thus not bieng able to play, the father is demonstrating to Danny that he is responsible for his behavior and the consequences of that behavior.

We can never escape all conflicts which we may have with our children. But we can help them see that they are responsible for their actions; since, their behavior brings about certain results. We must as parents help guide our children's learning of responsibility by keeping calm and letting them experience the results of their behavior. (Pause.)

Are there any questions or reactions before we break for coffee?

I am going to pass out some examples like we have just been over for you to review before our next class. The homework exercises also include a question about how you applied some of these ideas during the coming week.

THE SECOND MAJOR KEY

COMPETENCE AND RESPONSIBILITY

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HOMEWORK EXERCISE

I. We have discussed the importance of a child realizing that he can competently control everyday experiences. He must come to believe that what he does has an effect. With this belief, the child's willingness to try and his persistence will increase. He will believe that in the long run he will reach his goals.

QUESTION #1:

Jimmy, age 4, can fill his own milk glass although he cannot fill his glass without spilling some milk. One afternoon Jimmy fills his glass and spills a little on the table. What would his mother say in order to show him that he competently handled the situation.

II. When a child learns to handle everyday life experiences, he begins to develop a belief that he is competent. After having experienced feelings of competence in his activities, he will begin to face new situations with the belief that he will be able to master them.

QUESTION #2:

Four year old Jennifer comes into the kitchen while her mother is cooking dinner. She looks up to her mother and asks, "Mommy, can I help you fix dinner?" What should the mother do in order to help Jennifer develop competence?

III. A child must learn to accept responsibility for his actions. Parents can assist the child accept responsibility by recognizing that he is competent and that what he does has consequences which he must face. The child will learn to accept responsibility through experiencing the consequences of his behavior.

QUESTION #3:

John repeatedly comes home late for dinner. His parents get very annoyed at him but wait for him to arrive before they eat. Often they are angry and scold him and no one enjoys their meal. How could John's parents handle the situation so that John would be helped to accept his responsibility?

Answer any <u>one</u> of the following questions:

a) When during this past week did you help your child feel competent?
b) What did you do this past week to help your child experience the consequences of his behavior and feel responsible for his actions?

When you answer the question, please describe the situation in detail, where did it happen, when, and what was said and/or done by you and your child.

TRAINER'S - HOMEWORK GUIDE - SAMPLE ANSWERS

THE SECOND MAJOR KEY - COMPETENCE AND RESPONSIBILITY

I. Jimmy, you poured the milk all by yourself. You really are getting good at helping yourself. I'll get you a paper towel and you can clean up that little spill.

II. Allow Jennifer to help her and reinforce her competent behavior as well as her initiative.

III. Parents should go on with dinner at arranged time. The consequences of John's coming home late are that he will eat a cold dinner or no dinner at all. John's responsibility for these consequences should be pointed out for him.

EVALUATING THE PARENT-CHILD RELATIONSHIP

R. R. ABIDIN

OBJECTIVES:

1. Parents will realize that their effectiveness in guiding their child's behavior depends on the quality of the parent-child relationship.
2. Parents will understand the concepts of effectiveness and power as they relate to child management techniques and will be able to analyze their own methods in terms of these two concepts.
3. Parents will be able to assess the quality of the relationship they have with their child.

MATERIALS:

Large blackboard
Chalk
Eraser
One copy of handout "Communicating about Relationships" for each parent and group leader.
One copy of "The Parent-Child Relationship - Homework" for each parent and for group leader.
Pencils for all parents.

SEQUENCE:

10 Minutes: Lecture on effectiveness and force and the parent-child relationship.
15 Minutes: Group discussion of signs of positive relationship.
10 Minutes: Lecture on signs of negative relationship.
25 Minutes: Group discussion of examples from handout.

READING FOR GROUP LEADERS:

Trieschman, A. E., Whittaker, J. K., and Brendtro, L. K., The Other 23 Hours, Chapter 2, "Establishing Relationship Beachheads," 1969, Aldine Publishing Company, Chicago.

During most of our remaining sessions we will be talking about skills parents can use in managing children. Parents often worry about the techniques they use to guide and discipline their children. They worry because they know how important their job as a parent is and they know they can be very good at it or very bad at it. Parents often can recognize that a certain approach is good or bad but it is more difficult and also more important to know why what they did was good or bad. Let's look at two examples of ways to handle a problem in managing children.

Billy who is six and his younger brother Jimmy are playing in their bedroom. Mom and Dad are trying to watch the news on TV but are being annoyed by the boys' loud playing. The noise from the boys' room gets louder and louder. Finally, Dad rushes into the room and tells the boys

to quit being noisy or he will spank them and send them to bed. He leaves the room to return to the TV show. At first the boys are quiet but in a few minutes the noise is as loud and distracting as before.

Let's look at another approach to handling the same problem. Once again the boys are being very loud. This time when Dad walks in the room, he says:

"What are you playing, boys?"
"Jimmy is a ghost and he's trying to catch me."
"Sounds like fun, but you know your mother and I are watching the news and I can't hear because it's so noisy in here."
"We'll try to be quieter."

Dad returns to his show and the boys are quieter.

Everybody can tell which is the good example and which is the bad example, but remember the important thing is why. What is different in the two approaches? One difference is that in the first example, the father was not successful in getting the boys to be quieter. Threatening to spank the boys and send them to bed made them quieter for a couple of minutes but they were soon as noisy as they had been. We can say that this approach was not effective. The second approach was effective. The father wanted the boys to be quieter and after he talked to them, they were quieter. So one way these two approaches differed was in how effective they were.

A second way they differed was in the amount of force used. Threatening physical punishment is an approach which contains a great deal of force. Explaining how the boys' behavior is interfering with your watching a TV show is an approach which contains very little force. Everytime one person wants another one to do something, a certain amount of force is used. The amount of force can be very high or it can be very low. When a robber stops you and threatens to shoot you if you don't hand over your money he is using a great deal of force. When your wife or husband says they would rather not go to the movie tonight but they will go if you really want to, they are using very little force. Let's look at the effectiveness and the amount of force in another situation.

Mom and Dad are relaxing in the living room and their daughter, Becky, is in her room listening to her record player. She turns the volume very high and it begins to annoy her parents. Mother goes to Becky's room and says, "Becky, I can't relax when your record is so loud. It hurts my ears and I can feel myself getting angry." Becky says "okay" but in a few minutes the record player is loud as before. This time Dad walks in the room, pulls the plug out and puts the record player on the shelf where Becky can't reach it. He says, "Now maybe you'll learn we mean it when we ask you to do something." Becky begins to cry and sob and shout I hat you at her parents. This lasts about five minutes and of course no one feels relaxed.

In this situation we have two approaches to the same problem. Mother's approach was low force and low effectiveness. Force and effectiveness are two very important issues in deciding what are good and bad ways to manage children. The issue of effectiveness is easy to understand. Parents always want to be effective in guiding their children. The issue of force is a little less clear. To understand why force is an important issue in selecting ways to manage children we will have to talk about parent-child relationships. The feelings of good will, appreciation, respect and love which are shared by parents and children can

be looked at as being like the money in a savings account. When there is a lot of money in the account, then the positive feelings for each other are strong, then there is a good, strong parent-child relationship. Sometimes though it seems that children have fired their parents. Sometimes children don't look to their parents as sources of guidance and support but only as sources of conflict. When this happens, the good feelings are gone. There is no money in the account and the parent-child relationship is bankrupt. Let's look at some of the consequences of good and bad parent-child relationships.

Sally and her mother get along wonderfully together. They enjoy each other's company and respect each other's feelings. One day Sally's mother was planning to have some of her girl friends over to play bridge and chat. She was running a little behind schedule and she said to Sally, "I'm afraid I'm not going to be ready when my friends arrive." Sally said, "I'll do the dishes, will that help?"

Mrs. Jones and her daughter Karen don't seem to get along very well together. One afternoon Mrs. Jones said, "Karen, would you help me with these dishes so I can get the house cleaned up before my friends come over." Karen answered, "I'll be right there." Ten minutes later, Karen still had not come to help with the dishes.

Sally's mother and Karen's mother both tried to get their daughters to help them. They both tried to use low-force techniques but low-force methods only work when there is money in the account. Sally's mother could draw on the affection and mutual respect in her relationship with her child. But when the account is bankrupt as it was for Mrs. Jones and Karen, then it is impossible to draw from it. We can also see another important point from this example. Both mothers used the same technique but one was effective and one was not. The reason for this difference was the difference in the quality of the parent-child relationship. And this is the important point. How effective any technique will be in managing and guiding achild's behavior depends on the quality of the relationship between parent and child. How effective you will be in managing and guiding your child's behavior depends on how much affection and respect is invested in your parent-child relationship. And this is why force is an important issue in how you manage your children. Using force is like drwaing money out of your account. The greater the amount of force used the greater is the cost to your relationship. In fact, the amount of force used by parent and by child is one indication of how good the parent-child relationship is. Are there any questions or comments on what has been said so far? (Entertain questions.)

Leader initiates group discussion by saying: "What are some of the ways your children signal you that they like you or respect you or are happy that you are their parents?"

If response is not forthcoming within about 30 seconds group leader supplies an example such as: "My little girl shows me her coloring work and then tells me 'It's for you.' She thinks I am someone she can share her accomplishments with." Get as many examples as you can. The list may include: child demonstrates affection either verbally or nonverbally, child shows concern for the parent's feelings either verbally or by their behavior, child's play expresses themes of parent-child warmth, child seeks parent's assistance in difficult tasks, child shares accomplishments with parent, child models paren't behavior. Group leader may also have opportunity to emphasize that different parental values will influence the perception of child's behavior as positive or not. Group leader

makes list on board of answers he gets from parents. Leader supplies examples for categories which may not come up.

As you can see there are really quite a variety of ways young children can let you know that they care about you. Of course, each child develops his own methods of telling you that he values his relationship with you. If you can tune into your child's expressions of affection and respect then you have one way of knowing that you have money in your relationship. (Pause.) Would anyone be willing to share some expressions of affection used by their children? (Pause.) There are also ways to tell if your relationship is bankrupt.

I'd like to describe for you some of the things to look for which can indicate that your relationship with your child is in danger of being bankrupt. Then we will look at some examples of parent-child interactions and see what you know about assessing the quality of a parent-child relationship. I'll mention five signs of trouble in the parent-child relationship.

The first is the absence of the good signs which we discussed earlier. If your child does not send you messages of affection and caring then there may be no money in your account.

Leader writes on board: 1. No messages of affection.

Of course it could mean that you have not tuned into the messages he does send.

The second indication of trouble takes us back to our earlier session on managing your feelings. If your self-talks, the sentences you tell yourself, are not sensible then you may find that your child is often in trouble in your eyes. For example, if you say to yourself "People should always put the lid back on the toothpaste tube" and allow yourself to get angry when someone forgets, then it is likely that you will often be angry at your child, since children often forget. If you frequently experience negative emotions concerning your child's behavior then your relationship may be in trouble.

Leader writes on board: 2. Nonsense self-talks.

The third sign of trouble is that when a relationship is failing, even a minor problem becomes a catastrophe. A lost pair of mittens can set off a parent-child squabble that lasts for days. And then three weeks later the whole incident is brought up again.

Leader writes on board: 3. Small problem becomes catastrophe.

Of course, this can work both ways, for example a child can turn a small disappointment into evidence that the whole world is against him.

A fourth sign of relationship problems involves the way you talk to your child. Certain types of communication can be destructive to a parent child relationship. For example, little Stuart is pretending that he is baking a cake and his father says, "What are you, some kind of sissy?" Father's name-calling lets Stuart know he is not accepted. This loosens the bonds of affection. Name-calling is one example of destructive communication. Others are sarcasm, lecturing, threatening, shaming, and blaming.

Leader writes on board: 4. Destructive communications.

These types of communication will be talked about in another session and we may see some examples of destructive communication later in this evening.

The fifth sign of parent-child relationship problems is the frequent use of high force methods in dealing with children.

Leader writes on board: 5. Frequent use of high force.

This was mentioned earlier. When there is money in the account, when there are good feelings in the parent-child relationship, then these good feelings can be drawn on to influence how a child behaves. If your child cares for you and cares about your feelings then you have a very powerful, very effective, low-force method of managing his behavior. If he wants to maintain his good relationship with you, then he can be influenced by simply knowing how you feel about what he is doing. Within limits, he will continue to do things that he knows please you and he will avoid doing things which he knows do not please you. When the relationship is strong many issues can be handled by low force methods.

Does anyone have any reaction to the five signs which they would be willing to share with the class? (Pause for reactions.) Okay, I've written out some examples of situations which contain a signal about a parent-child relationship. (Leader passes out handout.) I'll read the situation and I'd like you to tell me how good the parent-child relationships is in each situation and what makes you think so. You must assume that the pattern of behavior characterizes the parent-child relationship. (Leader reads first situation, etc.)

1. Shelly comes home from school and says to her mother, "I hate that fat old teacher. I wish I didn't have to go to school."

   Leader is guide to group discussion - Positive sign: the child can share unpleasant feelings with mother.

2. Mother says to Scott, age 10, "Please take your thumb out of your mouth. Only babies suck their thumbs."

   Negative sign - mother is shaming child, attacking his sense of being worthwhile.

3. Sara says to her father, "Is it all right if I tell you something?" Father says, "Sure it is." Sara says, "I don't like Benjamin."

   Positive and negative sign - child does share her feelings with father, but she is not quite sure she can.

4. Peter forgot to put his bike on the porch. Father says, "I guess you don't know how to take care of your bike. I'm going to put it in the garage and I don't want you to ride it for two weeks."

   Negative - excessive force, severe punishment for minor transgression.

5. Billy, age 5, has just told his mother he hates her. Mother spanks him, saying, "You don't talk to me like that, you brat. You ever smart mouth me again and you won't sit down for a week."

   Negative - punishing child for expressing important feeling, teaching child not to share feelings.

6. It has been a bad day for Tony. He forgot to take his lunch to school and then he got into a fight with another boy and the teacher made him stay inside during recess. When he gets home from school he goes straight to his room and stays there until his mother tells him it is time for supper.

   Negative - child cannot share bad feelings with mother and mother expresses no interest in his "sad" behavior.

7. Beth is playing with her dolls. The mother doll says to the baby doll, "Would you like to go to the park, honey?" "Oh, yes," says the baby doll.

   Positive - child is expressing positive feelings in play theme.

8. Amy says to her father, "Daddy, can ghosts fly through walls at night?"

   Positive - child is sharing her feelings of fear at least tentatively.

9. "If I hear that one more time I'm sending you to bed without any supper."

   Negative - excessive force.

10. Mary says, "When I get big I want to be a mother. That would be really neat."

    Positive - sees being a mother as a positive role.

(Leader will be supplied with guide.)

Very good. Now during the next week I want all of you to tune into the signals between yourself and your child which tell you something about how strong your relationship is. When you notice something that seems to give some indication about the relationship, write it down on the paper I will give you and bring these examples to class next week. (Pause.)

During this session we have been talking about how to find out how good your relationship with your child is. In the next session, we will present some ways to build good parent-child relationships and how the relationship can help you manage your child's behavior. Please pass these around. I'd like you to write the examples you find this week on these sheets of paper. (Leader passes around homework and homework aid.) "You will not be forced to read your answers. We will discuss them only if you wish to share them. Good night."

EVALUATING THE PARENT-CHILD RELATIONSHIP

Leader's guide to group discussion:

1. Positive sign - child can share unpleasant feelings with mother.
2. Negative - mother is shaming child, attacking his sense of being worthwhile.
3. Positive and negative - child does share her feelings with father, but is not quite sure she can.
4. Negative - excessive force, severe punishment for minor transgression.
5. Negative - punishing child for expressing important feeling, teaching the child not to share feelings.
6. Negative - child cannot share bad feelings with mother and mother expresses no interest in his "sad" behavior.
7. Positive - child is expressing positive feelings in play theme.
8. Positive - child is sharing her feelings of fear at least tentatively.
9. Negative - excessive force.
10. Positive - sees being a mother as a positive role.

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EVALUATING THE PARENT-CHILD RELATIONSHIP
(HOMEWORK AID)

R. R. ABIDIN

I. SIGNS OF GOOD RELATIONSHIP

a. Child comes and hugs or touches you.
b. Child brings hurt feelings to you.
c. Child says something that shows he knows how you feel.
d. Child helps when not asked.
e. Child wants to talk or be with you.

II. SIGNS OF PROBLEMS IN THE RELATIONSHIP (IF THEY OCCUR MORE THAN FOUR OR FIVE TIMES A WEEK).

a. Child doesn't send messages like above.
b. You are often angry with child.
c. Small problems become big issues.
d. You talk to child in sarcastic, lecturing, insulting, name-calling ways.
e. You frequently spank or hit the child.

Describe a situation which told you something about your relationship with your child.

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SUNDAY

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BUILDING YOUR RELATIONSHIP WITH YOUR CHILD:

PART I - COMMUNICATING LOVE AND ACCEPTANCE

R. R. ABIDIN

OBJECTIVES:

1. Convey the importance of the quality of the parent-child relationship -- love and acceptance.
2. To teach the parent 4 ways of communicating love and acceptance.

MATERIALS:

1. Blackboard, chalk, eraser.
2. 24 - 3x5 cards, and pencils.
3. Homework aids.

How do our children know that we love them? That we like them? That we accept them? Those questions are what I want to focus on in this session. And I believe there are a wide variety of ways in which we can answer them.

It seems to me that parents are expected to love their children. Yet when I read any newspaper, I sometimes wonder about the relationships in some homes. What I mean is kids are running away, kids getting in trouble, kids harming their families, and on and on. Now I don't believe that the parent of these children didn't love them. In fact, I have not yet met a set of parents who didn't love and care about their children. What I wonder about is - did the kids know that mom and dad loved them and accepted them?

Now if I asked you right this moment how could you let your children know that you loved them, I'm sure you'd give me an obvious answer. That straightforward answer would probably be that you'd tell them--I love you, son. I love you, daughter.

It will probably be no big news story to you, when I say that telling is not enough. It's not enough for us either as married partners or mothers or as fathers. What is needed for all of us to know that we are loved is to experience acceptance. Let's take a closer look at what I mean.

Imagine a young boy, Eugene, who has just brought home his report card with good marks. Both mom and dad find it easy to show their acceptance of Eugene's good work. But in the door walks their older daughter, Kathy, who tearfully hands over her report card with--you guessed--some bad marks. How can mom and dad show their concern about her poor grades and at the same time accept their daughter as a worthwhile and competent person? I hope this doesn't seem too hard to do. Here's what the conversation could sound like: (Kathy walks into the room with her eyes down and a somewhat scared look on her face. She hands the card to her parents saying:)

"I feel horrible! Look what I got in science and math!"

Mother says:

"Well, let's take a look. But, you know before I open this up I want you to know something. I'm more concerned that you're upset. Could we sit down and talk about that first?"

Now this scene could be done differently. Instead of using words, either mom or dad could simply open their arms and give Kathy a hug and allow her tears to come. Either way, the point I want to make here is that a youngster needs to know love by knowing acceptance when times are good and when times are bad. Let's look at some of the ways parents can show acceptance of their children.

First, there is simply telling them, saying that you love them. While I stated earlier that this was probably an obvious thing to do on the part of most parents, I want to focus on this way for a moment. It seems to me that our children hear more about how not to do something or how not to act than they hear us tell them how much we love them and appreciate them. While expressing our love may be obvious, it is also obvious that all too often parents forget to express their love and appreciation directly to the child.

There is another way besides talking about our love for our children that we can show love and acceptance. This other way is through our gestures and actions - it doesn't involve saying anything. There are several ways within this style of showing our love and acceptance of our children which we will consider. Remember in the earlier scene when Kathy tearfully handed over her report card? I suggested that mom and dad could have held open their arms and given her a hug. That's an example of action communicating love and acceptance. Touching is a very powerful way for showing our feelings - especially our feelings of accepting others. To the preschool child and the early elementary school age child brief hugging arms around his shoulder, or gently stroking of the child's head, holding the child's hand, all communicate love and acceptance. These activities are important because they build a closeness into the parent-child relationship which is needed for when times get rougher. Touching is an important and needed experience for the young child. It is as necessary for the parent to provide this contact as it is to provide food and clothing. Now we may do it a little different at different ages but touching is important.

There is yet another powerful way to share our feelings of acceptance without talking; it may at first sound strange, but it is very real. That way is by staying out of the activities of our children. When we as parents join in our children's activities, there is often an indirect message communicated that goes something like this: "Without me helping you, what you're doing won't go as well." When we allow our children to play or do a project with us being present and watching but not helping we are showing our love and acceptance. What we are showing the child indirectly is I accept you and what you do, I am interested in you. In short, by not always playing the part of the master teacher who must show this person what and how to do things, you can show your love and acceptance by giving the child freedom to do it his way. All people including children appreciate the freedom to try and fail and to try again. We don't always want help!!

Further, there is a third way of showing our acceptance of our children. It is a kind of return to talking - but not quite. When you hear people talking on the telephone, have you ever noticed how often the following are used: Uh Huh, Yeah, Hmmm, OK. Or the following: Tell me more!, What then?, Can you say more?, That's really interesting! Now this kind of talking allows the other person to go on and express ideas and feelings, knowing full well he is being heard and accepted. Just like saying - "I love you" - or like an accepting touch, or not

interfering with what another's doing, this kind of talking shows acceptance and builds better relationships. We all have had the experience of another person being a good listener and not interrupting us. The good listener knows how to communicate the brief message "I am still here and interested in you" by saying things such as "uh huh," "what then?" When a parent is a good listener he builds a relationship with his child and sets the foundation for sharing of personal feelings and problems as the child grows up.

Finally, there is a fourth way I would like to suggest which can help you communicate your love and acceptance to your child and build your relationship. It may sound at first as if I am contradicting what I said earlier about staying out of your children's affairs and activities but there is an important difference. This last way is by joining in only some of your children's activities, but with two basic ground rules that you must follow. First, it is necessary for you to ask to join if you're not already invited. And, second, and most important, that you take the role of a worker and your child keeps the role of boss of the activity. The difference in this fourth way are clear: you join some of your child's activities and you do not direct these activities once you are involved. In this way you demonstrate by doing that you accept your child by accepting what he's doing. If you start an activity and invite him or he asks to join then you are the boss. But if he started building a house with blocks you are the laborer and he is the boss. Let's take a look at some examples of what I've been describing.

Five year old Tommy is outside playing with his friends on the slide. Mother is walking by and, as Tommy reaches the top of the steps to slide down, mother yells out - Be careful, Tommy! Is mother in this showing acceptance of Tommy's activities? (Pause. Parental response.) How could this mother have shown Tommy love and acceptance in this situation? (Pause for participants to discuss. Yes, she could have just stood and watched with a smile on her face. She could have said, "Boy, does that look like fun.") Now let's examine another example and see if the parents were showing acceptance.

Six year old Jeff was really excited. His grandmother had mailed him a model dinosaur kit and it had just arrived this afternoon. Taking the kit to the basement workshop, Jeff labored over it for hours. Once, when mother went down to put the clothes in the dryer, she noticed he was gluing the head on the tail. Another time, dad went to get a screw driver, and he saw that the directions for the kit were still in the sealed plastic cover. But neither parent said a thing. Were mom and dad showing acceptance of Jeff's model building? How did they do it? (Pause for discussion. Yes, Jeff didn't ask for help and they let him do the task his way.) Let's return to the first and second examples and change them for a moment.

This time mother lets Tommy slide and play with his friends without commenting over his every move. Tommy, having played all he wanted, walked over to his mother, who was talking with a neighbor, Jeff's dad. Without stopping her conversation, mother reached down and tousled Tommy's hair and cupped his head in her hand. Shortly, Jeff's dad said I have to go. Jeff's dad then went into the basement workshop and saw as he expected, Jeff all hunched over the model. Walking over to Jeff he begins picking up the scattered pieces of the model and organizing them. He then says "I bet these directions could really help!" "I know they'd help me if I were doing this model. You can't do a job right if you don't follow the directions. Now what do you think these two parents communicated and how did they do it? (Pause, Parental response.) Yes,

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Tommy's mother accepted his behavior and by reaching out and touching him showed her affection. Jeff's dad on the other hand took over and showed in both actions and words that Jeff wasn't doing things "right." Jeff was told and shown he was unacceptable. (Pause for discussion.) For a moment, let's review the four ways I've suggested that could help a parent build a better relationship with a child. (Write each category on the board.)

First, there is telling a child you love him. Second, there are two showing ways: first, by touching and second, by letting a child do his own activities in your presence without your taking over. Third, there is being the "good listener." And finally, fourth, there is joining with your child in some activities when invited and when the parent accepts the role of workman. Now with these in mind again, let's look at the following situation.

Jeannette, full of joy and gladness, announced to mom and dad that she had won a prize in her nursery class. With her face all smiles, she tells how neat it was to win at a game played with her classmates. Now, my question for you is how would you show acceptance of Jeannette regarding this experience? Take a moment and think over the ways I've shared with you. In fact, I'll write the ways on the board. In a moment I would like you to help me make some lists of possible what-to-do's under each of these ways on the board. (Pause for group to think, then collect verbal responses to be written on the board under each of the four headings. Possibly correct responses. (Stand there and smile a proud smile, reach out and hug her, say "Tell me how it went" or "That's neat.")

Now, I would like to add to the story of Jeannette and see what we can do to show again our acceptance. It's now bedtime. Jeannette is being tucked into bed by mom and dad. After fidgeting under the covers for a few minutes, Jeannette finally says, "Mom and Dad, I've got to tell you something. You know that prize I said I won? Well, I didn't win it. See, I found it on the floor in the hall. I knew it was Billy's but I wanted it so much.(She begins to cry.) I just put it in my pocket. I just had to tell that story so you would let me keep it." With this situation, now, how would you show acceptance of Jeannette? Have a three-minute meeting with your neighbor and then let's make another list under the ways listed on the board. (Possible constructive response - Mother reaches out and looks at her with a concerned look. Says, "You are upset by what you did" or "Have you decided what you want to do next?" Pause for three minutes. Collect listings and discuss.)

There are a few more examples I would like to share with you. In each of them I would like for you to change the situation so that a better relationship will be built by showing acceptance.

After supper, 5-year old Andrew has just thrown himself on the floor in front of the TV. There he lies. Dad can hear Fido whining. He know that Andrew's dog hasn't been fed yet. (This is one of Andy's daily chores.) Dad walks by and gives Andy a light kick in the leg and says, "Hey, get your lazy self out there in the kitchen and fix Fido's dish!" How would your rewrite the script for Father's exchange with Andy so that a better relationship could be built? I would like you to write on a 3x5 card what your response would be. Also, write down in which way that response would best be placed, using those categories on the board. (Pause to allow all to write down their response.)

Now I would like you to hear one more situation. Four year old Melissa is busy playing Mommy with all her dollies. It's been a lazy Sunday after for the rest of the family. Dad, aroused from his nap, thinks he'll look in on Melissa. Looking up as her dad enters the room Melissa says, "Daddy, come play with me and my children. You can be

the big brother, but I'm the mommy, OK?" Now, on the back of your 3x5 card write down what old dad could do to foster a good relationship with his daughter. Again, decide which of the ways on the blackboard your response would best fit. (Pause for the time for this to be completed.) Having written at this time your two responses, I would like you all to make small groups of 3 or 4 people in each. For discussion, share with each other what you thought were responses that would help in the building of good relationships with these children. I will move around and help wherever needed. In 10-15 minutes we will have a report from each group to tell us your group solutions. (Allow sufficient time for this - probably 10 to 15 minutes.

At this point, I would like to share with you some final thoughts. In this session, I've described some ways that each of you can use to build better relationships with your children. These ways are such that they let our children know and experience and feel our love for them. In a sense, these ways are like depositing in a relationship bank account - an account of love and goodwill. We will not at all times be able to deposit; sometimes when we are angry or irritable or busy or needing to discipline our children we will be withdrawing from our account. If we have a healthy account with our children, those other times, when we are withdrawing from our relationship account, will not lead to a bankrupt relationship with our children. The emphasis, however, needs to be on depositing and not on withdrawing. That's because like any example, I know it only goes so far in describing truth. In point of fact, the reason we are building relationships with our children is to help them develop into competent and worthwhile people and this can best be done if a good relationship exists between parent and child.

BUILDING YOUR RELATIONSHIP WITH YOUR CHILD:

PART I - COMMUNICATING LOVE AND ACCEPTANCE

HOMEWORK AID

R. R. ABIDIN

All parents love and care for their children but sometimes their children just don't know it. This sad thing can happen for many reasons but one reason may be that the parent just doesn't know all the different ways he or she can use to communicate love and acceptance to their child. During our last session we discussed four different ways:

1. Telling the child you love and appreciate him.
2. Showing love by: a) touching
   b) letting the child do his own thing without directions or criticism
3. By being a good listener.
4. By sharing your child's activities without taking over.

Describe two situations during the past week in which you use one or more of the four different ways to show your child love and acceptance. Please be as specific as possible in terms of what happened, where, and what was said.

SITUATION #1

SITUATION #2

BUILDING YOUR RELATIONSHIP WITH YOUR CHILD:

PART II - LEARNING TO HEAR YOUR CHILD'S FEELINGS

(THROUGH REFLECTIVE LISTENING)

R. R. ABIDIN

OBJECTIVE:

1. To sensitize parents to the need to respond to the total communication of their children to include words and feelings.
2. To show parents how to reflect to their children their understanding of the child's feelings.
3. To develop some skill in relation to the first two objectives.
4. To communicate some of the precautions in using reflective listening.

MATERIALS:

1. Classroom - moveable chairs
2. Blackboard

SUPPLEMENTAL READINGS:

Thomas Gordon, Parent Effectiveness Training, Wyden. Chapter 3-5.

In this session I'm going to suggest some ways in which you can definitely improve how you communicate with a child. These are ways that will work for everyone with just a little practice. I believe that all of us as parents want to have a good relationship with our children and we want them to love us. I believe it's just as sure that our children also want to love us and feel close to us. When we have a good relationship with our children we will help them to believe that they are loveable - worthwhile and competent - responsible. During this session I am going to show you how you can do two things to build a better relationship and communicate love to your child.

First is how to "hear what your child feels."

Second is how to let your child know you know you understand his feelings by reflecting them back to him.

If we all think about it for a minute we realize that children express their feelings in many ways. Sometimes it's in plain words like:

"Mommy, I love you" or

"You're mean, I don't like you."

These words are easy to understand. No problem here! But, sometimes children send us their feelings in words that need figuring out.

1. It's Saturday afternoon and Billy, age 4, says to his father (mildly pleading tone of voice), "Are you going to work all day, daddy?"
2. Sally, age 6, asks her mother about her 3-month old sister. (mildly angry tone of voice), "Why do you let that noisy old baby sleep in your room?"

These words aren't quite as clear as the other examples. Here we have to listen not to just the words but also the tone of voice and when it is said. We can see Billy wanted his his father to play with him and Sally was expressing her feeling of being left out. Here is another way that children let us know how they are feeling.

Belinda Sue is sent to her room for misbehaving; she doesn't have to say she is mad. We can see her frown and storm up the stairs. We can also hear the door slam.

When Frank Jr. comes home from school and goes straight up to his room and doesn't say "Hi" like he usually does, we know something is wrong.

These examples show us that if you are going to understand the feelings of a child, it is like listening to a song - you have to pay attention to the music as well as the words. When you look at your child expression, watch his gestures, listen to his tone of voice, in addition to listening to words then you will "hear his feelings."

Now, if we learn to "hear our children's feelings" but do nothing with what we "hear" then we are wasting the material out of which a close relationship is built. When someone "hears our feelings" and lets us know that they understand, that is what pulls people closer together. When a friend recognizing that you are upset says, "Jim you seem a little upset today," he has shown you that he notices and to some degree cares about how you feel. If he has good sense and doesn't say any more, then he gives you the opportunity to share your concern or problem if you want and that sharing will bring you closer together.

Now if we don't listen for our children's feelings we can have two bad things happen.

1st: We miss a chance to build our relationship and to communicate love and acceptance to our child.

2nd: We are likely not to understand our child's communication and to turn him or her off with regard to seeing his parents as a source of help and understanding. I am going to give you some examples of bad parent-child communication so that you can see why many children, particularly teenagers don't talk to their parents and wouldn't use them as sources of help.

Now let's look at some kinds of communications between parents and children which are not helpful. Let's carefully listen to these examples.

1. Child: (dejected tone of voice) "I don't think I want to go to chorus anymore."
   Parent: (firmly with annoyance) "Let's not have any of that stuff. You will go to chorus."
2. Child: (angrily) "That Sarah is a rotten bitch."
   Parent: (Annoyed and angry) "Listen here, young lady, don't you ever let me hear you talk like that again."
3. Child: (pleading) "Mom, do I have to do it now?"
   Parent: (annoyed and angry) "Patrick, do you chores, do you hear me?"

It is easy to see that each of these replies by the parent is a sure bet not to improve the parent-child relationship. Each response threatens the use of parental power. Each in its own way tells the child that he is not worthwhile. In short, the message is you shouldn't talk like that,

I cannot accept you. Let's look at the examples again, but this time there will be different sets of responses which are also not helpful.

1. Child: (Dejected tone of voice) "I don't think I want to go to chorus anymore."
   Parent: (Submissively) "Okay, if that's what you want."
2. Child: (Angrily) "That Sarah is a rotten bitch."
   Parent: (Concerned) "Well, don't you worry. I'll talk to her mother."
3. Child: (Pleading tone of voice) "Mom, do I have to do it now?"
   Parent: (Accepting tone of voice) "No, if you're not ready."

Now each of these replies misses the mark too. Here we have the permissive parent giving all the power to the child. Neither the power responses made earlier or these permissive replies will build good relations with our youngsters. These kind of responses will not develop a sense of worthwhileness and competence for our children.

You can see why I didn't like to talk about them. They just don't help us raise responsible and independent children. They don't build better relations. And they simply don't increase a child's feelings of worthwhileness and competence.

The good way is much more fun to talk about. The good way is to hear what a child is feeling and to let the child know you understand. To let a child know you understand means reflecting back to him in your words what he is feeling. Let's go over those examples again, but this time I'll include some responses that show that listening and accepting has occurred.

1. Child: (Dejected tone of voice.) "I don't think I want to go to chorus anymore."
   Parent: (Concerned) "Jim, you sure sound unhappy."
2. Child: (Angrily) "That Sarah is a rotten bitch."
   Parent: (Concerned) "Sometimes she gets you really angry."
3. Child: (Pleading tone of voice) "Mom, do I have to do it now?"
   Parent: (Firmly) "You would like to do something else?"

Now together let's try to recognize the ways that hinder and the ways that help in talking to our children. Remember, using power is destructive in building relationships. And so is giving away power, by being too permissive. Rather, our goal is to understand and to share our understanding of our children's feelings. In this last way, our sons and daughters will know that mom and dad accept them and respect them.

I'm going to relate some conversations between parents and children - but in each situation I'll give three possible parental replies. You are to choose which one is based on power, the one which is based on permissiveness, and the one which is based on hearing the child's feelings.

1. Child: Gosh, Mom, we aren't having asparagus again, are we?
   Parent 1: You don't have to eat it.
   Parent 2: It sounds like you don't like the vegetable?
   Parent 3: Stop your griping.

OK. Who'd like to identify which reply was the one that used power? (Pause for answer.) Which one used permissiveness? (Pause for answer.) And which one used listening for feeling? (Pause for answer.)

I'm glad to see that we are all getting on the right mark. Let's try another one.

Child: (Longingly) Will Daddy be home soon?
Parent 1: You miss him.
Parent 2: Stop pestering. When he gets home, he'll be home.
Parent 3: Why don't you call him and ask him to come home soon.

Again, ask for responses that identify use of power, permissiveness, and reflecting feeling.

I can see right now that you are beginning to see the differences between these three. So we're on the way in learning how to talk effectively by listening for our children's feelings. I would like to point out that you could have responded to each of these two children's talking by answering what they said rather than how they talked. For example, a parent could have responded to the children with a "yes" or a "no" regarding the asparagus and regarding daddy's arrival. But if this occurred only a portion of the child's talking would have been heard. To hear the melody is also to hear the feelings - and that's what we are trying to learn to do in this session.

Maybe I need to clarify this difference a little more. A child does not always need to have his feelings reflected to him - especially when he wants only information. Those times in which reflecting feeling is most helpful is when more than just information is needed. What is also needed is acceptance and understanding of the child's feelings. For example, if a child says, "Well, I'm leaving for school now" - it would be silly to say - "You feel like leaving now." But if a child whines, saying - "I just don't like that dumb old school. Why do I have to go?" - Then more than information is being asked and needed. This is the time to listen to your child's feelings and reflect them.

Well, let's try some situations where reflective listening would help build a better relationship. I'll give some conversations where the parent either uses power or permissiveness. I would like you to correct the parental response by giving a reflected reply.

Child: "Will I always wake up when I go to sleep?"
Parent: "Don't be silly, you baby, of course you wake up after sleeping."

Now this parent has with power missed not only the bulls-eye, but the whole target. What could be said that would demonstrate that he child's feelings were heard? (Pause for possible answers. Try to get several different ones.) OK. Those were good. The bulls-eye has been hit when you show understanding of not only the words but also the feelings. Let's try another one.

Child: (Anxiously) "I didn't want to go in the swimming pool. It's too cold and I don't like the water."
Parent: "You don't have to go in if you don't want to."

Here the permissive parent has also missed the target. Why did this parent miss the target? What are some reflective listening statements you could make to this child that would be right on target? (Pause and collect several possible reflections - Summarize - Yes, the parent could reflect the child's concern and fears.

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I feel like we're ready to try some more reflective listening. This time I'll give each of you an opening message as though I were the child. When I'm done, you are to reflect to me what you think I feel. If it's not quite on target I'll try to come back again with another version of the same message. If you are right on the button, I'll tell you right away. In this way each of us will have a chance to try our solo wings in reflective listening. OK, I'll start with the first person on my left and go around clockwise to each of you.

1. (Angry and indignant) "Boy, do I hate my new teacher. She's so crabby. She's too strict."
   Response: You're angry at your new teacher.
2. (Pleading) "I don't want to eat these baked potatoes. I hate them."
   Response: You don't like potatoes.
3. (Pleading and forlorn) "I don't have anything to do today. What can I do? I wish there was something to do!"
   Response: You're bored and lonely.
4. (Angry and confused) "I hate Julie. She always cries and tries to get her way. If I don't do what she wants, she goes home."
   Response: You're angry and confused.
5. (Stubborn and indignant) "I don't want to take a bath. I'm not even dirty. I hate baths anyway. Why do I have to take a bath everyday anyway?"
   Response: You don't want to take a bath.
6. (Tearfully) "Fran won't let me play with her dolls. She's mean. Make her give me some of them to play with."
   Response: You're angry with Fran.
7. (Child hurts finger with hammer) Ow! Ow! it hurts! Sob. Ow!
   Response: It sure hurts.
8. (Pleading) I want to sleep in your room. I don't like to sleep in my old room. Can I sleep with you and daddy?
   Response: You're lonely in your room.
9. (Pleading and annoyed) Times have changed since you were a kid. You're old fashioned. All the girls my age wear lipstick now.
   Response: You want to do the things the other girls do so you wouldn't be left out.
10. (Tearfully) All the other girls are having dates except me. What is the matter with me? Why don't I get asked for dates?
    Response: You feel left out and lonely.
11. (Confused) I don't know what to do. Part of me wants to do nothing but part of me wants to do something.
    Response: You're confused.
12. (Angrily) I'm not going to clean up my room. I hate to clean it up. It's my room and I'm going to keep it the way I want to.
    Response: You don't want to be told what to do.
13. (Initially matter-of-factly - becomes more dramatic) I don't want my dinner tonight. I'm not hungry. Just don't serve me anything. I just couldn't eat anything tonight, the way I feel about things.
    Response: You're upset.

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14. (Angered) I wish I weren't a kid. I'll sure be glad when I'm grown up. It's no fun being a kid.
Response: You're unhappy and you're upset.

Now, some of you probably felt that it's not always easy to get in touch with the feeling of these children's messages. I would urge you to realize that it is practice that will make you feel more comfortable. While reflective listening may seem strange at first, I have found that parents learn very quickly. The reason is simple. When you see your child's eyes brighten when he really knows you understand him, you will be rewarded so fully that you'll find yourself working to use this skill more and more. And that's the beauty of this skill - it builds better relations with our children quickly and positively.

We know that the closer the parent-child relationship the less often high power techniques such as spanking are needed in discipline. The closeness of the parent-child relationship builds the child's belief that he is a loveable and worthwhile person and that he is respected as competent and responsible. Listening for your child's feelings and letting him know you understand by reflecting them back are important skills worth working on.

Now, before we stop this session there are some rules of caution which you must follow in using these skills. When you hear your child's feelings and reflect them back to him to show your understanding, you are signaling him to talk more and go on expressing himself.

<u>Don't reflect your child's feelings if</u>:

1. If you cannot accept his feelings. "If you feel he shouldn't feel that way." You had better first work on "managing your own feelings" and recognize feelings change often.
2. You must have the time to let the child express himself fully.
3. You want to help at that time; if not wait until later or next time.
4. You must have or be willing to work on a feeling of trust toward your child and his solutions.
5. You must see your child as a separate person with the right to develop his own feelings. Don't make the foolish mistake that those who don't agree with me are against me and don't love me.

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BUILDING YOUR RELATIONSHIP WITH YOUR CHILD

PART II - LEARNING TO HEAR YOUR CHILD'S FEELINGS

HOMEWORK AID

R. R. ABIDIN

If we are to communicate with our children and build a closer relationship we must learn how to "hear their feelings" and "let them know we understand." To do this we must try to see and hear the feelings of our children which may be a hidden message in whatever he says or does. Once we know what our child's feelings are we must show him we understand by telling him our understanding of his feeling. Let's consider a couple of examples:

1. You are the parent of a 7-year old girl who says "I must be dumb. Nobody likes me." (She begins to cry.) "I never have any friends. I try to be nice to Jane but she always plays with Betty. Sometimes if Betty is not around Jane will play with me."

   What are this child's feelings?
   What could her parent say to show she understands?

2. You are the parent of a 5-year old boy who is at an adult picnic. He says to you loudly, "I hate you and all these dumb people!"

   What are this child's feelings?
   What could his parent say to him to show him he understands his feelings?

3. Give an example of something your child did or said and show how you understood his feelings. Write down what you said to him which showed him you understood how he felt.

BUILDING YOUR RELATIONSHIP WITH YOUR CHILD - PART II

HOMEWORK AID FOR GROUP LEADER

1. Child is feeling unloved, unwanted, rejected. Parent might say, "You feel nobody likes you and Jane would rather play with Betty," or "You feel Jane likes Betty best."

2. Child is feeling left out, ignored. Parent might say, "You feel sort of left out."

BUILDING YOUR RELATIONSHIP WITH YOUR CHILD:

PART III - SHARING YOURSELF

R. R. ABIDIN

OBJECTIVES:

1. Help parents build their relationships with their children by "sharing thier feelings and ideas" with their children in ways which are constructive.
2. Help parents recognize communications with their children which are destructive to the parent-child relationship.
3. To set reasonable expectations for parents for themselves in terms of their use of "sharing yourself communication."

MATERIALS:

1. Blackboard, chalk and eraser.
2. Room with moveable chairs arranged in circle.

For a moment I want to remind us all that the things we will learn in this session and have been learning about in the last couple of sessions is how to build good close relationships with our children. The primary goal, remember, is to help our children believe and experience themselves as being worthwhile and competent. When we communicate love and acceptance, we demonstrate to our children, and encourage them to respect themselves and believe in themselves. The same is true when we use reflective listening to show them that we hear their feelings.

Now, there is still another way to build a closer relationship with your child. That other way is what I want to share with you in this session. What is this other way? Simply put, it is sharing yourself with your children. Now what does that mean? It means letting our children know and experience our thoughts and our feelings. Do you remember the session on Evaluating the Parent-Child Relationship? In that session one of the things we talked together about was knowing the signs that identify difficulties between parents and children. One of those signs was when the parent used destructive communication. Now, in destructive communication, parents do communicate their thoughts and feelings, but these will not build better relationships. So, one of our goals in this session is to come to know when our sharing helps and when it hurts our relationships with our children.

One of the most commom parts of destructive communication is that the parent solves the problem the child is having by telling him a solution. Now we all know that children cannot solve all problems without help and parents will sometimes need to give the child some information. The destructiveness in communicating solutions to children and others is the hidden message which says - you are not competent enough to deal with this problem without my help. If the parent is almost always telling his child solutions then his communication will be destructive and, in the long run, damage the child's sense of pride, his sense of competence and the parent-child relationship. Let's consider some examples of the unnecessary destructive communication of sending solutions.

Jimmy, age 4, is slowly picking up his toys and blocks and putting them away. This job is going slowly since Jimmy tried to carry as much as possible in each trip and drops half or more of the toys and blocks on the way. His father says, "Jimmy, if you carry less, you can get done faster. You could make more trips and you wouldn't have to keep stopping to pick up the things you drop."

"Susie! If you want your sand castle to stand, you must build it further from the ocean."

"Jeffrey, if you call each of the neighbors, maybe one of them would have a sleeping bag you could borrow."

Each of these examples represents situations in which either the child can be expected to find the solution or the situation will teach it to him. He will learn from the consequences of his behavior. He doesn't need a solution from his parent.

The second common part of destructive communication involves the use of the word "You." Now, if we want to share ourselves with our children, if we want to build closer relationships, then we must understand the destructiveness of communicating to our children by using sentences which involve the word "You." Let me give you some examples of such sentences.

1. "John, you are being a bad boy. You shouldn't pull on people's clothing; stop it or I will slap you."
2. "Billy, you are making too much noise. Stop it."
3. "Carol, you are making me mad. Go to your room."
4. "Jane, you are being selfish if you don't share the candy."

In each of these examples the child is being blamed and judged, yet he may not know exactly why. He is also being given a solution. Now, sometimes, this kind of communication is useful to the parent since it solves the immediate problem. However, in this session, we are talking about building a closer relationship with our children and we know that communications involving "you" statements and solutions don't help build the parent-child relationship. They are, in fact, a drain on the relationship. When parents tell their child something in a "you" sentence, they are kind of drawing a line between "you," the child, and "I" the parent. We all know that closeness involves sharing and being on the same side.

Let's see if we cannot handle the problem of communicating to our children in a more constructive way. First, we must recognize that the parent may often have strong feelings and emotions which need to be expressed. The parent's feelings, ideas, values, expectations and standards are important and should be communicated to children. The problem becomes how to do this so that it builds a closer relationship between parent and child.

Let me go back to the 4 original examples of destructive communication and restate them in a constructive way designed to build the parent-child relationship through "sharing yourself."

1. "John, I am very busy and worried now and I can't pay attention to you like I would like to."
2. "Billy, I am working on my check book and I need quiet so I won't make a mistake."

3. "Carol, I get very upset when I see my children hurt each other. I love you all and I get sad to see anyone hurt."
4. "Jane, I bought the candy for all of my family because I everyone likes it. If it is not shared I will be disappointed."

Now, what is the difference between these different ways of talking to our children? (Pause. Wait for parental response and write them on blackboard.)

We can all see that this second way of talking to our children is more personal. We are sharing our feelings, ideas, expectations and standards and that helps build a closer parent-child relationship and that's good. You will also note that the sentences included the word "I" as opposed to the word "you." (Write "I" and "you" on blackboard.) Sentences which start with "I" and don't include "you" tell about the feelings, ideas, values and expectations of the speaker. The person who uses sentences starting with "I" and which don't include "you" is sharing himself! This person is opening up his private world to other people. He is saying, I want you to know me; to be close to me. In a way this person is saying, you are somebody special.

You will also note that "sharing yourself" statements don't involve sending solutions; there is no advising, warning, counseling, or putting responsibility or blame on the other person. The receiver of the message hears directly what you think and feel and he has all his choices to do whatever he wants remaining.

This way of talking also has the efect of communicating the parent's trust, respect and belief in his child. We must also realize that if we don't have a strong relationship with our child he may just ignore our feelings, ideas, values and expectations and that is one of the dangers and risks of this kind of communication. We could find out, that we don't have a good relationship with our child and he or she will ignore our feelings and needs and continue doing whatever it was that concerned you. Therefore, we must remember that whenever you are "sharing yourself" you must not think of it as a way of controlling your child.

"Sharing yourself" is a method of building a better relationship and we know that people with close relationships will take into consideration the feelings, ideas, values and expectations of people they love and feel close to. "Sharing yourself" is a way in which close families influence the behavior of each other but the object of the method is developing closeness, understanding and love, and not power over one another.

Now, there are times when parents use a false "I" in their attempts to "share themselves." This happens when the message sent starts with "I," but involves the two parts of destructive messages mentioned earlier, namely, the sending of solutions or some blaming or judgment of the child. It is important that we learn the difference between phoney and disguised destructive messages and real "sharing yourself" messages. Let me give you some examples of phoney sharing yourself messages.

"I feel frustrated when you behave so stupidly."
"I feel good when you do your good samaritan bit."
"I am angry when you don't keep your promises. Nobody will be able to trust you."
"I am tired of your sloppiness."

In each of these there is a sense of "I feel" from the sender, but the net result is that name-calling, sarcasm, and solution sending are also present. The form of sharing yourself is there but not the spirit.

We have now identified three different kinds of communication which will effect the closeness of your relationship to your child. (Write on

blackboard - three headings - as follows. Describe each as you write them.)

Destructive Method

a) blaming, judging ridicule
b) solution sending

Phony sharing yourself

a) Using "I" format
b) blaming, judging, ridicule
c) solution sending

Sharing yourself

a) using yourself "I" as starting point
b) genuine expression of feelings, ideas, values, expectations.

I am going to tell you two stories and I would like you to decide using the chart on the blackboard as a guide what kind of message each character is sending.

It's been a long week and a hard day for Mr. and Mrs. Brown. Supper is over and everyone is relaxed in the living room watching TV. Even grandma stopped by to drop off some cookies. The phone rings. Timmy's kindergarten teacher tells Mr. Brown that Timmy was cursing in school. After the call, Mr. Brown tells Timmy and the whole house what his teacher said. Then each person says something to Timmy.

Dad: "When I hear these stories from your teacher I get angry and disappointed when you behave like a lousy rotten kid, I could break your neck."

Mom: "Timmy, dear, you really ought to know better. You can see how you upset your father and the whole family."

Grandmother: "I feel disappointed and kind of sad. I have a lot of pride in my grandchildren. I wonder what happened in school?"

Given what was said, with which grownup will Timmy probably feel closest. Can you identify which grownup is using which of these communication styles? (Take a few minutes for the participants to answer and discuss their impressions.) So far, so good. Let's try another one.

Rosemary, a 6-year old, is playing with her toys in the living room. Before long, they are scattered all over the place. It is getting near supper time, and her Daddy will soon be home from work. Mother, wants to have the living room straightened up some so Daddy can at least find his way to his chair. Mother asks young Rosemary to please clean up some of her toys. Rosemary says okay, yet fifteen minutes pass, the room is still a mess. Rosemary's mother tells her three different things.

1st Mother: Now, Rosemary, I don't like to scold you, but you should expect me to scold you when you don't do what you're supposed to. Now, young lady, get going."

Rosemary: "But Mom I was busy."

2nd Mother: "Rosemary, when you promise to do something, I count on it. Then if it isn't done I get disappointed and upset."

Rosemary: "Oh, OK. I'll put them away. You don't have to get mad at me."

3rd Mother: "Not get mad! Huh! I really get angry when you play stupid with me. Of course, I get angry when you don't do what you're suppose to."

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With which of the three comments made by her mother will Rosemary feel a closer relationship with her Mom? Can you identify the destructive comment, the disguised sharing comment, and the sharing yourself communication in Mom's replies? (Allow time for parent discussion and analysis. Reinforce any and all efforts.)

I believe we all have the basic idea. What I would like to do next is for all of us to practice giving "sharing yourself" replies to different things children do and say. I will give you a number of examples of bad parent communication and each time I want you to say something to the child which involves sharing yourself. To begin:

1. Child says: "I really love you, Mommy."
   Mother says: "That's nice, John."

What would a "sharing yourself" reply to this child be? (Wait for parents to respond. Answer: "John, when you say that it makes me feel good inside.")

2. Child is jumping up and down on the sofa while dad is resting.
   Father says: "Stop being a pest or you'll get a swat, young man."

Now, what would a "sharing yourself" reaction be? (Wait for parents to respond. Answer: "I am trying to rest. I am very tired and I don't want to play.")

3. Mother watches her 5 year old daughter helping her 3 year old daughter. Mother says: "You are a good girl when you help your sister."

What would a "sharing yourself" reaction be? (Wait for parents to respond. Answer: "When I see you help your sister, it makes me feel good inside; it's like seeing love."

4. Child Billy keeps interrupting his father while his father works on reparing the lawnmower. Father says: "Billy, now stop bothering me. I am busy, do you hear me, get going."

What would a "sharing yourself" reaction be? (Wait for parents to respond. Answer: "Billy, I am very busy and it's important to me that I finish this job soon. Each time you interrupt me I forget what I was doing and I could make a mistake and ruin the machine.")

We all seem to have the idea of how to give a "sharing yourself" response. Can any of you think of a situation or comment of a child to which we could practice giving "sharing yourself" responses? (Pause. Wait for parents to respond and proceed with the analysis of each situation as above. A role playing activity using the parents' suggestions might prove very helpful in giving the parents practice. The role playing should be set up in groups of four with one person playing the child and the other the parent. The other members serve as alter ego observers viewing the interaction from one party's point of view.

Before we have our break, I want to remind you that the "sharing yourself" response helps build a closer relationship with your child when it occurs. However, you will not always be able to give "sharing yourself" responses and you should not expect that of yourself or anyone

else. "Sharing yourself" responses must occur if you are to have a close relationship with your child, but they will not always be possible. (Pause.) Remember, "sharing yourself" responses are not given to a child to manipulate him, to make him feel guilty, or to control his behavior. It is true that people with close relationships will consider the other's feelings and often may not do something because of how it might effect the other person. This will happen in your relationship with your child as it grows stronger. If you use "sharing yourself" responses only to manipulate and control your child he will learn your game and this will destroy your relationship.

Now, in our next session we will practice each of the ways we have learned to help build relationships with our children. These are showing love and acceptance, using reflective listening, and "sharing yourself" communicating our own thoughts and feelings. Therefore, I would like each of you to bring with you next time some examples, either real or made up, that we all could practice with. (Handout - Homework sheet.)

BUILDING YOUR RELATIONSHIP WITH YOUR CHILD

PART III - SHARING YOURSELF

HOMEWORK

R. R. ABIDIN

"Sharing yourself" with your children is a way to build a close relationship with your child. It means letting your child know and experience how we feel, our thoughts and our expectations. "Sharing yourself" doesn't involve sending solutions, blaming, criticizing and judging our children. "Sharing yourself" keeps the speaker as the center of attention and therefore involves using the word "I".

For example:

Destructive communication

"Jimmy (age 5) you are just a big baby when you mess in your pants. Grandma would be ashamed of you if she knew."

Phony sharing yourself

"Jimmy, I am disappointed when you dirty your pants like a baby. You behave like a pig."

"Sharing yourself"

Jimmy, I am disappointed. I expect a 5 year old boy either not to mess his pants or to clean them himself. I don't like that stinky job."

Describe two situations in the past week in which you used "sharing yourself" communication with your child to help build a closer relationship.

SITUATION A._____

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How could you have improved this communication?_____

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SITUATION B._____

How could you have improved this communication?_____

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BUILDING YOUR RELATIONSHIP WITH YOUR CHILD

PART IV - REVIEW AND PRACTICE OF METHODS

R. R. ABIDIN

In this session we are going to use the situations that you have brought with you to practice the ways better relationships can be built with our children. I would like to take a moment and review those ways.

One way is to communicate love and acceptance. This can range from plain out saying you love or appreciate your child to demonstrating love in action by touching and by sharing in your child's activities - but without taking over. Two other specific ways to communicate love and acceptance are letting a child enjoy his activity without your interfering or directing and allowing a child to experience that you are a good listener.

Another way is to use "reflective listening." When you use reflective listening, a child comes to experience you as understanding and accepting of his feelings as well as his words. This kind of an experience increases the bonds of your parent-child relationship.

And finally, another way is to "share yourself" by communicating your own thoughts and feelings. The identifying characteristics of these sharing self communications are that they usually have an "I" in them and that they do not send solutions or use judgmental words.

Write three heading on blackboard:

1. Communicating love and acceptance.
2. Reflective listening.
3. Sharing yourself.

If any of these need clarifying, maybe this would be a good time to raise questions about them. Do you have questions or comments about the ways of building a relationship with your child which we have suggested? (Allow time for any pertinent discussion. Use the techniques yourself in responding to the group.) I have a sense that now we could try some of the examples you've brought this evening. Let's have a go with them.

Remainder of time to be spent on practice. The instructor will need to elicit how each of the three major skills could be used for virtually every situation.

DISCIPLINE

R. R. ABIDIN

OBJECTIVES:

1. To show why extremely permissive or restrictive discipline is to be avoided and to demonstrate that moderate discipline, whether is be permissive or authoritarian, is the most valuable.
2. To help parents recognize the extreme ranges of discipline.
3. To recognize that discipline must be constructive, not revengeful. It should provide the child with a learning situation for the development of standards set by the parents.
4. To show how parental warmth moderates the effects of discipline.
5. To acknowledge the importance of predictability in discipline. Predictability leads to emotional security and smoother functioning families.

MATERIALS:

Blackboard
Chalk
Eraser

SUGGESTED READING:

Hoffman, M.L. Parental discipline and the child's consideration for others. Child Development, 1963, 34, 573-588.

Becker, Wesley C. Consequences of different kinds of parental discipline. In M.L. Hoffman and L.W. Hoffman (EDS.) Review of Child Development Research. New York: Russell Sage Foundation, 1964.

Baumrind, D. Child care practices anteceding three patterns of pre-school behavior. Genetic Psychology Monographs, 1967, 75, 43-88.

Sears, R.R., Maccoky, E.E. and Levin, H. Patterns of child rearing: Evanston, Illinois: Row and Peterson, 1957.

Ginot, Haim G. Between Parent and Child. New York: The Hearst Corporation, 1969. Chapter 5.

Today we are going to discuss discipline. (Write on board: Discipline.) For many people the word "discipline" has a harsh, old-fashioned meaning for it has often been associated with punishment, fear and pain. This is a negative view of discipline. However, we shall see that discipline can be basically positive and constructive. It can be a valuable method of training and guiding your child in his development by providing him with a learning situation.

Optional Exercise:
Before we begin our discussion of discipline I thought it might be helpful if we all tried to get in touch with our memories of how our parents disciplined us. (Long pause.) Would anyone be willing to share with us some of the methods and ways their parents disciplined them. It would be best if we could think about methods which they

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frequently used. (Pause for parental reactions.) Have these examples reminded anyone else of some of the methods their parents used? (Pause.)

As parents we often wonder whether, "Is the way we are disciplining our child the best method?" Are we too permissive? (Write on board: too permissive)...giving the child a free rein to do whatever he wants whenever he wants to do it? Or, at the opposite extreme, are we too restrictive (Write on board: too restrictive)...demanding strict obedience to our commands and not allowing the child to question our rules.

It is foolish to believe that if you leave the child alone and give him complete freedom he will develop into a normal, well-adjusted adult. Overly permissive parents have gone too far in the direction of lenience. They place few restrictions on the child, allowing him to interrupt conversation at will, establish his own eating habits independent of the family and leave his belongings all over the house. In short, overly permissive parents allow undesirable behavior from their children to develop and be practiced. When these behaviors occur outside of the house they lead to terrible results for your child. The following is an example of an overly permissive mother:

Mother: Jane if really beginning to be difficult to put to bed at night. I tell her at 8:00 that it's bedtime but she stays up and plays anyway. Sometimes I think she's gone to her bedroom but then I hear her playing with her toys. Soon, she'll come out and watch TV with me and her dad. I just let her...but I would like her to go to bed when I tell her to. Oh well, if she's not in bed, she'll fall asleep after a bit anyway, and I don't want her to think I am a dictator. This 4 year old stays up until 10:30 to 11:00 each night which leaves the parents almost no time to be alone with each other.

The mother is too lenient. The child is getting her way at the expense of the parent's needs. This mother does not place any control over the child. In short, the child is being taught to be selfish. We know that children who have few if any controls and limits placed on them experience some problems as they grow up. The limits found in bedtime, mealtime, including rituals and traditions such as starting meals at the same time, being put to bed with a story, having your day end at a certain time and cleaning up your toys are all very important. They help your child develop a sense of time, a feeling of security from a dependable world, and they help your child learn that he lives in a social world and he must be concerned with the feelings and rights of others.

Research shows us that the child whose parents have been overly permissive grows up to be lacking in self-control. He often turns out to be selfish, unmanageable, uncooperative, and inconsiderate of his parents, friends and spouse.

On teh other hand, overly restrictive parents may think they are being strict for the sake of their child, but this strictness hides their love. Constant directions, insisting on <u>perfection</u> as the goal and frequent physical punishment are some signs of overly restrictive parents. The following is an example of an overly restrictive mother and her son:

Mother: It's 8:00, Johnny, and time to go to bed.

Johnny: Oh, mom, do I have to? Why can't I stay up just a few minutes more?

Mother: When it's 8:00, it's bedtime. Don't ask questions. Just go to the bathroom and then to bed.

Johnny: But...

Mother: No questions...just mind mommy and do what she says or you'll

get a whipping. The child gets up slowly and mother swacks him for taking his sweet time.

This mother is overly controlling. She gives a command and expects it to be acted on immediately. No explanation is given to Johnny concerning why he can't stay up longer...except that he will get a whipping. The consequences of this type of discipline fall into two different groups. First, either the child will learn to be timid, shy and withdrawn from people in a self-centered aggressive way.

Research shows us that when parents are very strict one of two things is likely to happen. First, the child develops a tendency to withdraw socially. This is an unhappy child who plays by himself and is afraid to make friends and play with other children. Second, the child of parents who are overly strict are often uncooperative, argumentative and aggressive. It is often true that the delinquent child has been spanked more as a young child than the nondeliquent.

With the extreme use of either permissive or severe disciplining practices the child is more prone to develop emotional problems and antisocial behaviors like deliquency.

Finding the middle ground appears to be a key to helping your child become a mature and responsible adult. (Write on board: Moderate Discipline.

Let's assume that we would like to be moderate in our discipline. The question then becomes how do we know we are not being too severe or too permissive? What guidelines can you think of which might indicate that a parent's discipline is too severe?

Pause for parent responses.

Yes, (in summary) we can see that: Discipline that is too severe is most often found when one or more of the following things happen:

1. The parent is very angry and not in control of his or her emotions.
2. When physical punishment is used everyday to manage the child's behavior.
3. When physical punishment or isolation is used without any warning or explanation of the effect of the child's behavior on others.
4. When the parent has not carefully explained what is expected of the child.

Now, what signs do you think would tell us if a parent is being too permissive? (Pause for parent response.) Well, let's summarize what you said. A parent is too permissive if one or more of the following things happens more than once a day:

1. The child is allowed to step on the rights of others while its parents are present, e.g., take toys from other children, stand on furniture in house he is visiting, yell and scream and interrupt another adult talking to the parent.
2. The child is allowed to strike his parent or use foul language.
3. The child ignores most minor requests made by the parent without consequences.
4. The child's eating and sleeping habits are under total self direction.

Let's consider some examples of overly permissive and severe discipline.

Jimmy's (age 4) mother is having company visit at 7 p.m. Jimmy has been put in his room but like usual he refuses to stay. Mother and Father say nothing and allow him to stay up hoping he sson will get tired. As company arrives, Jimmy runs to the door and begins "charming" each guest. At 10 p.m. Jimmy is taking sips out of peoples' drinks and interrupting the conversation with his tumbling act and climbing on the men's backs to play "horsey." By 10:30 Jimmy is crying and insists that mother stays in his room until he falls asleep which is usually 11:00 p.m.

Here we see an overly permissive mother. She has allowed the child to stay up past his bed time, jump on the furniture, and disturb her guests. If Jimmy had learned to experience and accept some limits in the past, this situation would be different. If she had explained to Jimmy why he had to go to bed, and if any problem arose, insisted that he remain in his room, the disruption of the party, and the harrassment of the guests would have been avoided. The tragedy of this example is that children are always learning. The night of his parent's party, Jimmy learned to be self-centered, to abuse the rights of others and to think he is the center of the world. This lesson and each one like it in the future will cause Jimmy a great deal of trouble as he tries to grow up. Let's consider another example:

Mrs. Johnson takes her daughter Sharon, age 4, to the park playground. As they enter she says, "Sharon, you must play in the sand box. I will tell you when you can go the swing and slide. Remember, don't get your clothes all dirty like a nasty girl." Some time later Mrs. Johnson feeds Sharon some candy piece by piece, placing it in Sharon's mouth so she wouldn't get all messy. Sharon wanders off in the park some 100 feet to play beside a statue. Mrs. Johnson gets upset, yanks her by the hand, gives her a swat on the rear saying, "How many times have I told you not to get out of my sight? You're just a pain in the neck." How would you rate this parent as permissive or overly strict?

Pause. Overly strict.

Right, and why would you say she is an overly strict mother? The mother was dominating and controlling the child by giving her many commands and restrictions. In her trying to be a good and concerned mother this woman has gone too far. She has become a dictator, a prison guard. She tries to prevent all accidents and mistakes; she demands a degree of self-control and memory which her 4-year old child or any 4-year old child is not likely to have. Now let's consider another example:

Mrs. Archer speaking to her son: "No, Tommy (age 4) you can't have your blocks today. I know you are disappointed but I told you you must put them away at night before bedtime. Last night I had to pick them up and I am very tired at night, and I don't want to do your work." "I know you are sad, Tommy, but you will have them to play with tomorrow." Tommy cries louder. "Tommy, if you keep crying I will put you to bed. I know you are disappointed, but you can't have them." Mrs. Archer walks away.

How would you rate this interaction? Is Mrs. Archer overly permissive or overly restrictive or what? (Pause for parent responses.) Mrs. Archer handles her child with firmness but it is reasonable in terms of her expectations, her consequences and her sensitivity to the child's feelings.

Let's consider another example in which discipline is called for and let's see if we can decide on what would be moderate discipline.

Jimmy, age 4, has just scribbled all over a wall in the dining room with a red crayon. This is the first time this has happened. What might an overly permissive parent do? What would an overly strict parent do?

Write responses on board under appropriate heading.

What would moderate discipline be?

Jimmy, you wrote on the dining room walls and now they are messy. I am very proud of our house and I want it to look neat. If you want to write on something bit I will help you get a big paper (e.g., large shopping bag.) Now you will have to clean up the mess you made. When you have cleaned the marks you can go play again.

Let me summarize what we have said so far.

1. Discipline is needed by children.
2. Discipline should provide the child with an experience from which he can learn. This means presenting him with a clear picture of what is expected of him and why.
3. Being too permissive and too severe both causes problems.
4. All parents will be too permissive and too severe on occasion and that's okay as long as most of the discipline is moderate.

Now there is one important idea to consider about discipline and its effects on children. The destructive effects of permissiveness and overly strict discipline can be increased or decreased by the amount of love and warmth in the parent-child relationship. If the parent is very permissive and in fact has little to do with his or her child the destructive effects of permissiveness are increased. Likewise, if a parent is very restrictive and severe in his discipline and also is distant, cold and lacking in understanding of the child's feelings, the effects of his or her discipline will be very destructive.

How warm, gentle and affectionate a parent is important in the normal development of children, regardless of whether the parent is permissive or restrictive. Parents who are both warm and somewhat permissive produce children who are likely to be friendly, outgoing, independent and self-confident. Parents who are warm and somewhat restrictive produce children who are likely to be more polite, neat, less aggressive, concerned with the rights of others, and get in less trouble at home and school. Both of these kinds of parents will raise well-adjusted and happy children. (Pause.) In short, it does not matter whether the parent uses moderate permissiveness or restrictiveness as long as he avoids the extremes and, equally important, demonstrates love and warmth. Let's consider some parent-child interactions in which warmth is involved:

Child: Dad, look at the picture I drew at school today.
Father: That's realy pretty. It looks like you worked very hard and you should be pleased with your work.
Child: Yeah, it's a lot of fun too. I've started drawing picture in the kitchen.
Father: Oh, look son, it's getting to be your bedtime.

Child: Gee, Dad, can't I stay up just a little while longer til I finish it?
Father: OK, but when you're through you'll have to go to bed.
Child: Sure, Dad. Thanks.

This is an example of a warm, permissive father. He demonstrates his warmth by showing appreciation for his son's accomplishments and praising him. "That's realy pretty. You worked hard and you should be proud of your work." We see that he may be considered permissive because he allowed his son to stay up a little past his bedtime in order to do something he considered important. Now let's consider another example:

Four-year old Mary came into the kitchen while her mother was fixing dinner.

Mary: Mommy, can I have some cookies and a glass of milk, I'm hungry.
Mother: (firm tone of voice) No, Mary. If you eat cookies now you won't want to eat your dinner.
Mary: Please, mommy. You don't want me to starve to death, do you?
Mother: Of course not, dear. But you can't have cookies now. We'll be eating dinner in 15 minutes and I'll save these two cookies for you for a special dessert.

The mother in this example can be characterized as warm and restrictive. Can anyone tell me why? (Pause. Warm because of the friendly interchange; called daughter "dear"; gave a reasonable explanatinn why she should not eat cookies now. Restrictive because she was firm with the child and did not give in to her request.) Now let's examine some examples and see if we can figure out what kind of discipline the parent uses.

Five-year old Tommy was watching his father mow the lawn.

Tommy: Daddy, I want to help mow the lawn. Can I, please?
Father: (annoyed tone of voice) You asked me last week and what did I tell you?
Tommy: You said no. But can I this week.
Father: No.
Tommy: Why not, Daddy?
Father: (No response.)
Tommy: Why, Daddy?
Father: Quit asking me all those dumb questions. You're in the way of the mower.

How would you characterize this father and why? (Pause for parents response.)

(Tommy, I would like you to help me when you get older, but a lawn mower is dangerous and I don't want you to get hurt. You cannot mow the lawn. Would you like to hold the handle with me for a while.)

This father shows warmth; gives a reason why he cannot mow the lawn like being too young and might get hurt as lwanmowers are very dangerous; explains why lawnmowers are dangerous tells him when he is older he can mow the lawn.

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So far we see that:

1. Discipline is not necessarily a harsh, old fashioned method of punishing children. Rather, it can be constructive in providing the child a learning situation for the development of standards of behavior expected of him by the parents.
2. Permissiveness or restrictiveness to the extreme can have a damaging effect on the child's development. With the extreme use of either, the child is more prone to develop mental problems and behavior disorders.
3. Moderate discipline whether in the direction of permissiveness or restrictiveness appears to be the better practice and, when combined with warmth and affection for the child, provides for optimal results.

One last important point about discipline must be mentioned and that is the consistency with which discipline is applied. (Write on board: Consistency of discipline.) Inconsistent discipline occurs and will always occur. Parents are not machines. However, consistent discipline by parents in their teaching their child makes the child's world more predictable. If the child knows what his mother is going to do under certain circumstances, he will know what is expected of him and how he is expected to respond. Children who are exposed to very inconsistent discipline where the rules are always changing or are not clearly stated have no way of knowing what will happen as a result of what they do. These children often become very anxious, fearful or self-centered as they grow up.

It is not so important that the parent do the same thing every time since that is impossible. What he must do however is teach the child to predict the changing rules by pointing out the signals in the situation. For example, Dad may put the children to bed and talk with them most nights. However, on nights when he isn't feeling well or doesn't have the time, he can change the limits. "Tonight I am tired, I don't want to talk, I want you to go to bed quickly." Or mother who normally tolerates a noisy home may say "I am upset about something today and I want your help. Please play as quietly as you can." By matching a particular look on your face with these words the parent can provide another signal to the child.

Many parents find it helpful to develop a signal to their children whic tells the child that the parent has had it... the child is at the limit...walk softly. The signal can be a look some word or both. This signal must not be overused but must be followed through in terms of any restriction or punishment. Let me give you an example of one such signal.

When Mr. Jones sees Mike approach a limit, Mr. Jones will say something like the following with the first part always being the same (in a soft and deliberate manner): "Michael, (Pause), do you hear me? (Pause). I want you to sit down and watch TV or go to bed."

Calling Mike "Michael" and using the question "Do you hear me?" was the signal to Mike. Whenever his father talks to him like that he knows that whatever his father says next is a firm rule.

Do any of you use a signal like Mr. Jones? or did your parents use a signal like that with you? (Parents discuss.) Are there any questions or reactions to what we discussed? (Pass out homework exercises.)

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DISCIPLINE

HOMEWORK EXERCISES - GROUP LEADER'S GUIDE

1. Overly restrictive - not warm and loving.
2. Overly permissive - not warm and loving. Parent could say with playful tone, "My goodness, Freddie, you are quite a sight. I don't think I have ever seen a boy get so dirty."

DISCIPLINE

HOMEWORK EXERCISES

R. R. ABIDIN

1. In the following situations state which kind of person the parent is:

   a. permissive...warm and loving
   b. restrictive...warm and loving
   c. overly permissive... not warm and loving
   d. overly restrictive...not warm and loving

   1. Three-year old Clinton sees a shiny new flower vase on the coffee table. He begins to move toward it and just as he comes within reach his mother comes into the room. "You get away from that vase, you little brat. How many times have I told you to stay away from Mommy's pretties? (Spanks child on rear.) Now maybe you'll know better next time." a.____ b.____ c.____ d.____ What type of parent is this?

   2. Fred, age 4, is playing in some mud behind his house. Mother says: "Fred, get out of the mud, you can hurt yourself and ruin your clothes." She reaches for his hand and he pulls away, falls to the ground and yells, "NO! NO! NO!" Mother walks away saying: "Okay, then, be a pig if you want to." a.____ b.____ c.____ d.____ What type of parent is this? What could she say or do to show warmth or love?

   3. Describe an example during the past few days in which you showed warmth and love while you treated your child in a moderately permissive or restrictive way? What did he say or do? What did you say or do?

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MANAGING CHILDREN'S BEHAVIORS:

PART I

1. Who owns the problem

2. Solving conflicts

R. R. ABIDIN

OBJECTIVES:

1. To develop an awareness in the parents that not all of the children's problems are their problems. Children have a right to work on their own problems.
2. To help parents see how listening for feelings, sharing yourself, and showing acceptance can aid children in their problem solving.

MATERIALS:

1. Blackboard
2. Chalk
3. Eraser

We have talked about several topics related to building relationships with children. The main purpose of each of the recent sessions was to communicate to our children that they are worthwhile and competent individuals.

There happens to be a very close relation between a child's feelings of competency and worthwhileness and a child's way of behaving. You can test this with yourself. When you feel really good about yourself, it is just about impossible to behave in any other way but one that shows that good feeling. When a child also is feeling good about himself as a worthwhile and competent person he will tend to behave in more positive ways. This is one of the major benefits of building a good relationship with your child based on feelings of competency and worthwhileness.

Now in this session I want to focus on how some of the skills you are learning in building better relationships can also be used to help manage a child's behavior when the child has a problem or when you as the parent have a problem.

In a parent-child relationship, like all relationships, not everything goes smoothly; there are times when problems arise. It is not always possible to be building our relationships. There are times when there are upsets and problems in the family. These are expected, and normal events which every family must deal with.

The first task of being a responsible parent during times of problems and crisis is to decide who owns the problem or crisis. Now problems can sometimes belong to only the parent, or only to the child or the problem can be shared by all or part of the family because of a conflict in what each needs from the other.

Draw on blackboard the following diagrams:

Parent Problems	Child Problems	Child Parent Shared Problems.

There are many times when the problem really belongs only to the child. Often as parents we make the mistakes of thinking that all of our children's problems are our problems. That is just not true or fair. In fact, if we behave that way we will be undercutting and to some degree be destructive in relation to our child's sense of self worth and his belief in his competencies. Our children have a right to their own problems and a right to work on them.

Now how can you tell when a problem belongs only to your child? The simplest way is to ask yourself if this problem isn't solved or if it doesn't work out will my personal life be affected in any substantial way? Will I lose my job, my wife, my friends, will I be ridiculed and shamed by my neighbors, etc? To some the idea that a child may own a problem and the parent not be a part of it may seem strange because you want to help and protect your child and that is normal but we must learn to identify who owns the problem or crisis. Let's consider a problem owned by a parent only. Mrs. Green has moved to a new neighborhood, she has no friends, and she misses all her old neighbors. Both her husband and her children love her and know she is lonely and sad. They care about her but they know and she knows that she owns this problem and must solve it. Mr. Green is working a new sales territory with a new product. He has always been a top salesman but during the past month things haven't been going well. The people in his area have different customs and ways of doing things and he is just not accepted. Now Mrs. Green and the children know that Mr. Green has a problem, they care about him and love him but they know he must solve the problem. Before we go any further let's look at some examples of problems which belong to children, some problems which belong to parents, and some problems which belong to both children and parents because of a conflict of interest and needs.

Children's Problems:

1. Rose is feeling rejected by her friend Mary who is playing with the new girl on the street.
2. Billy is upset because he can't play baseball well.
3. John is unhappy when he cannot find his toys.

Parent's Problems:

1. Your child keeps walking on the furniture.
2. Your child keeps interrupting your conversation with a friend.
3. Your child leaves his toys around the house.

Shared Problems:

1. Your child wants to go swimming and you want to stay home and work in the garden.
2. You are having company over tonight and your child wants to invite two children over for a slumber party.
3. Your youngest child cannot stand to lose when the family plays a game together so he disrupts the game for all.

Let's consider for a moment the situation in which the child owns the problem or crisis. In this situation, my best skill as a parent is to use reflective listening. I certainly don't have to solve problems that aren't mine. Further, I know children can, if we allow them to, solve many of their own problems. If I communicate to a child that I understand the feelings he has when he is upset, I also then communicate that it is acceptable to have these feelings and that the problem can really be handled by the child himself. Compare this, to your own experiences of complaining about your work - whether on the job or at home. Would you really want someone to step in and solve your problems and take over? If this other person did this all the time how would you feel about your sense of worth and competence? (Pause - Parent response.) It has been my experience that the same things occur with children. A child who is upset likes and wants to be heard and understood but he also wants to work on his own problems - "Mother, I'd rather do it myself." The child who has his own problems solved by a protecting parent quickly becomes either resentful or passive and dependent.

Now, let's turn to those situations in the family when the child's problems is also a problem for the parent or family. My own best skill at this point is to use a very strong and direct message that communicates how I feel or what I think - showing myself communicating. The values of this approach are many. First, it quickly lets a child know how I am affected by an upset between us. Second, it lets a child have the freedom to do something about it or to do nothing about it.

Third, it eliminates a blaming or shaming message being sent to the child - and blaming or shaming can only result in some kind of resistance. And fourth, by leveling with an open expression I included my child in resolving the upset with a sense shamed responsibility rather than by my imposing or assigning guilt or threatening the child.

Now, I know and any sensible parent knows that reflective listening or sharing yourself communicating are not going to solve the full range of problems that occur in a family. That fact is they won't. But they often help particularly where a good relationship exists. In later sessions I will share with you some ways to manage children when these don't work. But first, let's learn to use reflective listening and sharing yourself to help solve problems. Remember these methods of solving problems are helpful only when a good relationship already exists. In learning to use these two skills, when there is an upset in the family, it first requires knowing where the ownership of the problem lies. In the following, let's identify who owns the problem - parent or child or parent and child.

1. You discover your younger son, George, in his room crying softly. Having asked if he's hurt, you learn he's not but his feelings are hurt since the boys next door won't let him play in their clubhouse. <u>Who owns the problem</u>?

You must stimulate the participation of all parents for all three examples.

2. You are entertaining some friends one evening, and your teenage daughter strides in and exclaims that she has never seen so many squares gathered together in one room before. <u>Who owns the problem</u>?

3. Six-year old Sarah is wandering among the playground equipment at a family picnic in the community park. As she wanders here and there, you notice she never plays with anyone or with any of the outdoor equipment. Who owns the problem?

4. Eleven-year old Anthony, wanting a model airplane has gotten permission to go across town to buy it - but with the understandi that he would be back in time for dinner. Well, dinnertime has come and gone. It's just starting to get dark out, when in walks Anthony. Who owns the problem?

You have all carefully sifted out the important part of each situation. We can see that some parts are problems for the child and other things are problems for the adult and some parts are shared problems.

You will also notice that each of us defined the problem a little differently; that is normal since in many situations there is no one solution or interpretation of what is important or what is happening. Remember our session on "managing your feelings" we learned that how we interpret the situation determines our feelings in these cases we see that how we interpret the situation also determines what we might do. In general I have found that parents in their desire to be responsible parent often define more problems of their children as belonging to the parent than is reasonable for a parent to assume.

At this time, I would like to role play with all of you being collectively my parent. In each role play I will be the child in some of the examples we have just talked about. In doing this I would like you to get a feel for the power that reflective listening and sharing yourself can have in managing a child's behavior. I only need to make one point at this time. When the ownership of the problem is yours and you two let me know it clearly, I may return to you an equally clear, sharing message. If and when I do, your best skill then is to use reflective listening until you think you can again try to reach me with your sharing of self messages. In other words, keep weighing my responses as to whether or not the problem is yours or mine.

At this point the instructor is to role play two of these above situations. In every instance he is to demonstrate as dramatically as possible, and yet be very realistic, the impact that these skills have on managing behavior. Following each role play, elicit the group's impressions and summarize for them what you hear being said as well as what is being ignored.

If we are going to use "reflective listening" and "sharing yourself" as problem solving methods we all will need some practice. I would like you each to organize yourself into groups of four. Husband and wives are not to work together. Remember as the parent you must decide who owns the problem and what response would be most helpful. You may need to repeat the scene 2 or 3 times until you are satisfied with your response. Group members should practice assuming each role.

Allow a few minutes for the groups' members to organize and spread out as much as possible.

I am going to give you two situations; for the first situation one member is to be the parent, and the other, the child and then you are to

switch roles. The situation is to start with the child first speaking to the parent.

SITUATION #1 - You are trying to have your 7-year old learn to take care of his room. It's Saturday morning and you have asked him to make his bed and clean his room. He says:

Write child's comment on the blackboard or hand out script to parents.

"Why do I have to make my bed and clean my room. My friends don't have to do it. You're mean."

SITUATION #2 - You walk into the living room and you find your child crying. He says:
"I must be dumb; nobody likes me. I never have anyone to play with."

Okay now I would like you all to react to how you felt about this exercise in terms of both the parent's and the child's role. Can you see how "reflective listening" and "sharing yourself" might help? (Wait for parental response.) Can anyone see some problems with these ways of responding?

Wait for parental responses and attempt to help parents see the limits of these methods.

In the coming weeks we will discuss a method of managing children's behavior called behavior modification. Behavior modification is a very powerful set of techniques for helping your child. However, like all power medicines there are some real dangers. The most dangerous part of the methods we will consider is that the method works so well that you may get all tangled up with the method and forget that you must always be working on the quality of your relationship with your child. Your skills in "reflective listening" and "sharing yourself" must always be a part of your managing your child's behavior.

MANAGING CHILDREN'S BEHAVIOR - PART II

BEHAVIOR MODIFICATION PRINCIPLES

R. R. ABIDIN

OBJECTIVES:

1. Parents will understand that hey are teachers of their children. How they behave influences what the child learns.
2. Parents will understand that consequences determine behavior.
3. Parents will understand that it is best to change behavior by small steps.
4. Parents view film which demonstrates potency of behavior modification and discuss basic ideas of reinforcement.

MATERIALS:

Blackboard
Chalk
Film "Research and Reinforcements in Learning" available from:
Behavior Modification Productions
P. O. Box 3207
Scottsdale, Arizona 85257
Film Projector
Screen

SEQUENCE:

10 minutes - Discuss three basic ideas in learning
35 minutes - View film

SUPPLEMENTAL READING:

Becker, W. Parents are Teachers, 1971. Research Press, Champaign.
McIntire, R.W. For Love of Children, 1970, CRM. DelMar.
Madsen, C.K., and Madsen, C.H., Jr. Parents/Children/Discipline, 1972, Allyn and Bacon, Boston.
Patterson, G.R. and Gullion, M.E. Living with Children, 1968, Research Press, Champaign.
Primary readings.

During the next several sessions we are going to be talking about and practicing a very powerful method of managing children. The method is called behavior modification. Later in this session we are going to see a film which shows how this method has been applied to change the behavior of different children in different situations. Before seeing the film, however, I would like to discuss a couple of ideas which form the basis for the method of behavior modification.

Three ideas are basic to the successful use of this method of managing children's behavior. I'll write the three ideas on the board.

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Number 1, we teach each other how to behave.

Group leader writes previous sentence on board.

Number 2, Consequences determine behavior.

Group leader writes previous sentence on board.

Consequences are what happens after, or as a result of what we do.

Number 3, Generally, behavior can best be changed by introducing small steps which slowly move the child from how he is behaving now to how you want him to behave. Let's look at a couple of examples which show what is meant by the first idea.

Idea #1: We teach each other.

You've just put your 15-month old to bed but he has decided that he does not want to be alone in his room. He cries and you go in to see what is wrong. You make sure there are no diaper pins sticking him, his crying stops and you leave. In a minute he begins to cry again and you go back in his room to check on him.

Can you see that he is teaching you how to behave and you are teachin him how to behave? He is teaching you that you are not to leave him alone His behavior, particularly his crying, is teaching you to stay with him. At the same time you are teaching him that when he cries you will come in his room. Consider another example.

Your baby is beginning to enjoy a variety of foods so you decide to buy a jar of blackberry buckle. You give her a spoonful and she spits it out and makes a terrible fuss. Slowly and deliberately, you put the lid on the blackberry buckle and back it goes on the shelf. (Pause.) You can see again that people teach each other how to behave. Your baby has just taught you not to buy blackberry buckle. People teach each other how to behave and the closeness of the parent-child relationship makes parents and children very important teachers of each other.

Idea #2: Consequences determine behavior.

Now let's look at the second idea: consequences determine behavior. Suppose your son or daughter asks you: "Why does a boat float?" You feel a little funny about not knowing exactly what to say, so you just look the other way or pretend to be really interested in what you're reading in the newspaper. A little while later your child asks: "Where does Uncle Charlie live?" Again his question is ignored. How what will happen to your child's question-asking if this is your common reaction? The chances are that he will stop asking questions. The consequences of his asking questions is that he is ignored. He doesn't like to be ignored so he will probably stop asking questions. Let's look at another example.

It's Saturday morning and you are doing your grocery shopping. Your daughter asks for a piece of candy and you tell her that she will have to wait until you get out of the store. When she hears this your daughter screams and throws herself on the floor and goes into a temper tantrum. You feel the only way to make her stop is to give her the candy, so you give her a piece and tell her to be quiet.

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Okay, the child's behavior in this example is screaming and throwing herself on the floor.

Group leader writes "screams, throws self on floor" on board.

Now, what was the consequence of this behavior? What happened after it?

Entertain responses. Response is mother gave child candy. Write response on board.

Right. Now the basic idea we are discussing is that consequences determine behavior. What do you think will happen to the child's tantrum behavior as a result of this consequence? Is there likely to be more tantrum behavior in the future or is there likely to be less?

Group leader pauses for response. Correct response is tantrum behavior is likely to increase.

Consequences determine behavior. When the consequences of some behavior are pleasurable or something that is liked, then in the future there will be more of that behavior. When the consequences of a behavior are unpleasant then there will be less of that behavior. The consequences of the child's question-asking in our earlier example was that the child was ignored. This is unpleasant. In the future there will be less question-asking. In our last example the consequence of throwing a temper tantrum was to get a piece of candy. This is pleasant. In the future there will be more screaming and throwing herself on the floor.

Idea #3: Behavior is best changed in small steps.

The last basic idea to be learned about using behavior management is that often behavior is changed best in small steps which work toward a goal. Consider teaching your 5-year old to make his bed. If we have him watch us make the bed a few times and then tell him to do it what do you think would happen? Yes, he probably would get discouraged and the bed would be all messed up. He just couldn't do it. Can anyone think of a better way?

Pause - wait for responses - then summarize responses with the following

We see that there are many good ways of teaching a child to make his bed but it is important to break the job into parts and slowly add each part as the child learns. Just putting the pillow on the bed might be the first step or just tucking in the sheet. Slowly, over a couple of weeks all the parts of making the bed would be added.

In the next several weeks you will become more and more successful in managing your children's behavior by becoming more skilled in arranging the consequences of your children's behavior.

Tonight, we are going to see a film which shows some of the ways behavior modification has been used to help children learn. As you view the film, I would like you to keep in mind the three basic ideas which we talked about so far this evening. The three ideas are again that we teach each other, behavior is determined by its consequences and it is often best to teach small steps at a time. I would also like you to notice how powerful the technique of behavior modification can be. The changes in behavior which you will see are quite dramatic.

MANAGING CHILDREN'S BEHAVIOR - UNIT IIa

BEHAVIOR MODIFICATION PRINCIPLES

R. R. ABIDIN

University of Virginia

How we react to our children will determine in part what behaviors they will develop, what behaviors he will continue to show, and what behaviors will disappear. It is true that we are always (1) reacting to one another in one way or another so our children are always learning from us and we from them. Further, parents, cannot be expected to always be thinking of how their behavior reactions will effect their children. In many instances the parents reactions are of little importance because they have to do with relatively minor and unimportant actions of their children. However, when a parent is concerned about developing, maintaining or stopping a behavior he must begin to pay attention to his reactions to that behavior or situations in which that behavior might happen. This discussion brings us to the second idea; (2) Consequences determine behavior.

During the next several sessions we are going to be talking about and practicing a very powerful method of managing children. The method is called behavior modification.

Three ideas are basic to the successful use of this method of managing children's behavior. I'll write the three ideas on the board. Number 1, we teach each other how to behave.

Group leader writes previous sentence on board.

Number 2. Consequences determine behavior.

Group leader writes previous sentence on board.

Consequences are what happens after, or as a result of what we do.

Number 3. Generally behavior can best be changed by introducing small steps which slowly move the child from how he is behaving now to how you want him to behave. Let's look at a couple of examples which show what is meant by the first idea.

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You've just put your 15-month old to bed but he has decided that he does not want to be alone in his room. He cries and you go in to see what is wrong. You make sure there are no diaper pins sticking him, his crying stops and you leave. In a minute he begins to cry again and you go back in his room to check on him.

Can you see that he is teaching you how to behave and you are teaching him how to behave? He is teaching you that you are not to leave him alone. His behavior, particularly his crying, is teaching you to stay with him. At the same time you are teaching him that when he cries you will come in

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his room. Let's consider another example.

Your baby is beginning to enjoy a variety of foods so you decide to buy a jar of blackberry buckle. You give her a spoonful and she spits it out and makes a terrible fuss. Slowly and deliberately, you put the lid on the blackberry buckle and back it goes on the shelf. (Pause.) You can see again that people teach each other how to behave. Your baby has just taught you not to buy blackberry buckle. People teach each other how to behave and the closeness of the parent-child relationship makes parents and children very important teachers of each other.

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Entertain responses. Response is mother gave child candy. Write response on board.

Right. Now the basic idea we are discussing is that consequences determine behavior. What do you think will happen to the child's tantrum behavior as a result of this consequence? Is there likely to be more tantrum behavior in the future or is there likely to be less?

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Consequences determine behavior. When the consequences of some behavior are pleasurable or something that is liked, then in the future there will be more of that behavior. When the consequences of a behavior are unpleasant then there will be less of that behavior. The consequences of the child's question-asking in our earlier example was that the child was ignored. This is unpleasant. In the future there will be less question-asking. In our last example the consequence of throwing a temper tantrum was to get a piece of candy. This is pleasant. In the future there will be more screaming and throwing herself on the floor.

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Let's look at another example. Jimmy, age 6, is always a slow-poke who holds up his mother or father or the whole family when they plan to go on a trip, be it to go fishing, run errands or visit friends. The reasons are always good ones and different, sometimes he can't find his shoes, or he isn't dressed, or he's working on something, or he can't be found. Each time Jimmy's parents want for him and either they or some other member of the family helps Jimmy get ready. One day Jimmy's father decides that when it was time to leave Jimmy would be told once like everyone else if he wasn't ready he would stay home if someone was available to watch him or he would stay in the car for 15 minutes after they arrived at where they were going.

Let's look at this example carefully. The child's behavior is being a slowpoke and holding up the family.

Group leader writes on blackboard - Slowpoke - Holds up family.

Now waht was the consequence of Jimmy's behavior for him before his father decided to change things?

Group leader summarizes - Positive consequences, others made it easier for Jimmy.

Now what would you expect to happen to Jimmy's behavior given these consequences?

Parental Response - Yes, it will continue to occur or more often.

Under the new procedure followed by Jimmy's parents what was the consequences of Jimmy's old slowpoke behavior?

Parental Response - Yes, he missed many trips and family outings - He was punished.

Now what would you expect to happen to Jimmy's behavior given these new consequences?

Parental Response - Yes, he probably would work to avoid these unpleasant, punishing consequences.

From these examples we just looked at we can see that there are three kinds of consequences for behavior. Behavior can be (1) ignored which causes it to occur less often. Behavior can lead to (2) positive consequences, which will cause it to continue or increase. And finally, behavior can lead to (3) negative consequences which will cause it to be decreased or changed.

Write on blackboard: "Three Kinds of Consequences which determine Behavior"

1. Ignoring - decreasing behavior
2. Positive consequences - increases or maintains behavior
3. Negative consequences - decreases or stops behavior.

Let's look at some examples of situations and see if we can determine what the consequences are for the child in terms of its parent's behavior and what effects we should expect in terms of the child's behavior.

Mary Jane, age 7, is the oldest sister in a family of three girls. The youngest is age 12 months and the next girl age 4 has a heart condition. Mary's mother finds herself very busy since she feels she must be very careful of her sick child and she does have the baby to care for. Mary is a big help to Mrs. James and her mother praises her for helping with the other children, in fact mother brags about it to Daddy and the neighbors. Recently, Mrs. James has become annoyed by Mary's complaints about feeling sick. Mrs. James explains to her husband that he knows how important the children's health is to her. If she has Mary lie down and takes her temperature, and feels her sore spots, and carefully listens to Mary's complaints which are often long and involved, Mrs. James feels in a bind since it would be horrible if she ignored Mary and she were really sick yet she feels Mary's complaints are unnecessary.

I admit that this is a brief story and many details are left out but can we identify the consequences of two of Mary's behaviors. First what happens as a result of Mary's helping her mother? (Mother Praises - Positive Consequence) What should happen to Mary's helping behavior?

Parental Response - It should increase or be maintained

Next what happens as a result of Mary's complaint about being sick?

Parental Response - Positive Consequence - Mother pays attention to her alone, nurtures her, helps her feel loved.

What should happen to Mary's complaints about being sick?

Parental Response - Complaints should continue or increase.

You will note that since we identified the consequence of what made Mary complain about being sick we know what she wants and needs we can readily make what she needs a consequence of some constructive behavior. In this way Mary can readily give up her crying since she will have a more constructive way of getting what she needs.

Mr. Arthur loves to make model airplanes and cars and he was delighte when his son Fred age 8 showed an interest in model airplane building. Let's look in a typical situation when Fred brings one of his models to show his father:

Tommy: "Look Daddy, I finished the model."
Father: "Well, let me see; it looks pretty good."
Tommy: "I made the wings like you said."
Father: "No you didn't Fred; you see they don't fit together properly. You just rushed right through it in your usual sloppy way. (Pause.) Didn't I tell you to glue it one part at a time and wait until the first part dried. That's why the body is crooked too. If you aren't patient it will turn out to be a mess every time. (Pause.) It's just the same way you keep your room."

Now what was the consequence of Fred building the model airplane and showing it to his father?

Summarize Parental Responses - He probably wouldn't do it as often, or he will stop making them.

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What other consequences could have happened which would decrease the chances of Fred working on model airplanes?

Summarize Parental Response - Yes, other punishing consequences would decrease the chances of Fred working a model plane but so would ignoring.

Ignoring can be complete such as looking at Fred's work and walking away or it could be a brief response such as "That's nice" and going on to talk about something else, either. The effect of such ignoring is to reduce either Fred's coming to his father or working on model planes.

Idea #3: Behavior is Best Changed in Small Steps.

The third important idea which I would like present since it is basic to using behavioral modification principles, is the behavior is best changed in small steps. One of the most common errors made by people trying to change the behavior of another person is that the teacher or parent knows what they want and they try to get there in steps that are too big. Rewards and positive consequences are achieved by the child only for a perfect or total performance. The helpful Teacher, Therapist and Parent must break down the behavior to be learned or unlearned into aseries of small steps with positive consequences following each step.

Let's consider the problem of teaching your 6-year old to make his bed. If we have him watch us make the bed a few times and then tell him to do it - What do you think would happen? (Pause for parent response.) Yes, he probably would get discouraged and the bed would be all messed up. He just couldn't do it. Can anyone think of a better way?

Wait for parent response - Reinforce all parents then summarize responses with the material below.

We can see that there are many good ways of teaching a child to make his bed but in every case it is done best if the job is broken down into small steps with the child learning to do the job one step at a time.

In the next several weeks we will all work on learning how to become successful in managing our children's behavior by becoming more skillful in arranging consequences and breaking tasks down into learnable parts. (Long pause.)

(Expressed in a slow and soft inviting manner) - Does anyone have any reaction to tonight's discussion which they are willing to share with the rest of the class?

MANAGING CHILDREN'S BEHAVIOR - PART III

BEHAVIOR MODIFICATION

CONSEQUENCES WHICH INCREASE AND DECREASE BEHAVIOR

SELECTING BEHAVIORS TO CHANGE

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OBJECTIVES:

1. Parents will understand and be able to utilize the law of learning which states that behaviors which are reinforced will increase and behaviors which are punished will decrease.
2. Parents will gain skill in identifying possible reinforcers.
3. Parents will understand that one form of punishment is withholding reinforcers.
4. Parents will be able to identify specific behaviors which can be changed through behavior modification.
5. Parents will understand the importance of recoding behavioral frequencies and see this as the second step in a behavior modification program.

MATERIALS:

Blackboard
Chalk
Eraser
Two Handouts
"Behavior Modification"
Behavior Modification Program - Sample

SEQUENCE:

Lecture-discussion on law of learning
Identifying possible reinforcers
Lecture on use of punishment
Lecture-discussion on importance of identifying specific behaviors.
Lecture-discussion on recording frequencies.

During our last session we talked about how people teach each other how to behave, how consequences determine behavior and how it is often helpful to teach in small steps. These are three ideas which form the basis for the technique of behavior modification. As we saw in the film last week, behavior modification is a very powerful technique for teaching children. Knowing how to use this technique will make you more effective teachers of your children. (Pause.)

Let's be more specific about how consequences (reinforcements and punishments) determine behavior. As teachers of your children you must

know how people learn. The first law of learning is that behavior which is reinforced will be repeated; behavior which is punished will not be repeated. To say this another way - behaviors which are reinforced will occur more often in the future and behaviors which are punished will occur less often.

What does it mean for a behavior to be reinforced or punished? Reinforcement and punishment are two kinds of consequences. They are two kinds of things which can happen after your child behaves in a certain way; they are the result of some behavior. For example, suppose you are working on an assembly line in a factory and you come up with an idea which you feel will make everyone who is working in the plant enjoy their work more and at the same time will increase production. You take your idea to the boss and he says "Great idea. I'd like to think about it a little longer, but I think we'll do that. You know I think your idea might win that suggestion award money." From the person who receives it a reinforcement is something pleasant or enjoyable and a punishment is something unpleasant or something you would like to avoid. In this example was the boss's reaction to your bringing an idea to him a reinforcement or a punishment?

Pause for response.

Right, it was a reinforcement. Now, since behavior which is reinforced occurs more often in the future, the chances are that the next time you have an idea which you think is a good one you will tell the boss about it. Now suppose something else had happened when you explained your idea to the boss. Suppose your boss said, "Look, just take care of your own job. Leave the thinking to somebody who gets paid for it." No doubt you would find this reaction to your sharing you idea an unpleasant one. The boss's statement could be called a punishment and the chances are that in the future you will not share your ideas with your boss. Let's consider another example:

Suppose one Saturday morning, completely on his own your eleven-year old son mows the lawn without being asked. You tell him how happy it makes you to see him do such a good job on the yeard and without even being asked. Would your statement have been a reinforcer or a punisher?

Pause for response. Correct response is reinforcer.

Right. Chances are that it is very pleasant for him to receive your praise. Since behaviors which are reinforced occur more often in the future you have increased the chances that he will be helpful without being asked in the future.

In being teachers of your children, then, what you will want to do is to make reinforcement the consequence for behaviors which you would like to see more often from your child. Behavior which you do not wish to see more of you will either not reinforce or you will punish. You might say, "Easier said than done," and you would be exactly right. In order to make it a bit easier to do, let's look more closely at what is meant by reinforcement and punishment. We said that a reinforcement or a reinforcer is something which was pleasant or enjoyable. What are some of the things which would be reinforcers for children?

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Group leader encourages responses and writes responses by parents on board in three columns. Columns are divided into the categories: 1) social, 2) non-social, and 3) activity. This division is not made explicit during the volunteering of responses but will be made explicit later in the session. Group leader should be sure to get instances which fit all three categories. If these are not elicited voluntarily group leader should stimulate examples in deficient area by providing some of his own ideas. Some ideas should come from last week's film.

As you have given me examples of reinforcers I have been dividing them roughly into three kinds. We might call all the reinforcers in this column social reinforcers.

Write social reinforcers on board above column of social reinforcers.

and this column contains what might be called activity reinforcers

write activity reinforcers on board above column of activity reinforc

and this column contains what might be called object reinforcers.

write object reinforcers on board above column of object reinforcers.

All of these kinds of reinforcers are useful as consequences for behavior which you would like to see more of in your children. The purpose of dividing them into three categories is simply to make it easier for us to talk about different types of reinforcers and to help you realize that there are at least three general types of reinforcers. Earlier it was said that consequences determine behavior and that behavior which is followed by a reinforcement will occur more often in the future. Part of the job of the parent in teaching his child is to see that reinforcing consequences happen after behaviors which the parent values. When this is done, the child learns the behavior we want him to learn. From the list which we have here (point to board) what reinforcer might you choose as a consequence of your child's dressing himself of the first time if this was behavior you would like for him to repeat in the future?

Entertain responses.

Emphasize the idea that many differnt reinforcements are possible; each parent chooses type he prefers or which fits the situation best. Suppose you would like your 6-year old daughter to help her little brother more frequently. One day your little boy holds up his empty glass and your daughter says "Would you like more milk? I will get it for you." How might you reinforce her helping behavior after she got the milk for her brother?

Entertain responses. Many are acceptable.

Very good. Again many kinds of reinforcers would be helpful in increasing the frequency of helping behavior. Children don't need to be given M&M's or money or objects as reinforcers. In families with close relationships social reinforcers, such as kind words, words of appreciation, and praise are most often used as reinforcers. Activity reinforcers, being able to do something, can be very reinforcing. Sometimes even the closest of

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families will use non-social reinforcers such as candy and small gifts.

The other side of the coin, of course, is punishment. We have talked about punishment in previous sessions. If used wisely when punishment is made a consequence of some behavior, it will cause the behavior to happen less in the future. Remember, though that punishment sometimes has an unwanted effect. Sometimes the parent's use of punishment causes a breakdown in the parent-child relationship. Frequent use of punishment can stifle the positive feelings which a child has for his parents. Generally, the most effective type of punishment which is least harmful to the parent-child relationship is the withholding of reinforcers. We will discuss the use of punishment in behavior modification further in later sessions when we talk about some examples of effective behavior modification programs in which parents successfully changed their child's behavior. (Pause.)

Before we leave this discussion of reinforcers and punishment there is one last important point which must be emphasized and that is whether a thing is a reinforcer or punishment depends on how the child sees it and not what the parent thinks. In my work with elementary schools I often find a child who was punished by being made to stand in the hall. The teacher reports his behavior has become progressively worse. His worse behavior may be caused by the fact that to that particular child standing in the hall is interesting and fun. Remember the first law of learning: a reinforcement increases how often a behavior will occur. What this teacher thought was a punishment actually was a reinforcement and that made the child misbehave more often so he could get the reinforcement. The opposite sometimes happens with what parents think are rewards.

By reinforcing behaviors which you like in your children and by not reinforcing or punishing behaviors which you do not like you can be an extremely important influence on your child. In many ways you can influence the type of person he is and will become. You might think of this use of reinforcement as informal behavior modification. Simply catching a child being good and reinforcing him is a powerful teaching technique.

Sometimes parents have a particular behavior that they are concerned about in their children. This may be something which you would like to see your child do more frequently but which presently you do not see very often. An example might be helping around the house or playing nicely with a brother or sister. Or the something which you are concerned about may be some behavior which you do not like and see too frequently in your child. As example might be fighting with other children or messing in his pants. Behavior modification is a very effective method of increasing or decreasing the number of times your child does a particular behavior.

There are four steps to successfully using a formal behavior modification program. The first step is to pinpoint a specific behavior.

Group leader writes 1) pinpoint <u>specific</u> behavior on board

Let's look at one of the examples of behavior which I just mentioned, Suppose you have two sons, one age 6 and one age 4. The two boys never seem to be able to play together for more than two minutes without getting into a fight or crying about something. You want your sons to be able to play nicely together. In order to use behavior modification to increase this kind of behavior you have to be more specific about what it

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is that you want to increase. At first you might think playing nicely together is specific enough but it is not. The reason it is not is that playing "nicely to gether" can mean many different things. It can mean not hitting your brother, not crying, sharing toys, playing with your brother or just playing in the same room, not arguing about what to play, or it can mean that the little brother always lets the bigger one decide what they will do. In order to be successful in changing some behavior you are concerned about it is necessary for you to be very specific about what you want changed. Let's go back to the example of playing nicely together. How could the parent describing playing nicely in a way that would pinpoint a specific behavior?

Group leader entertains responses. Use group to consensually validat suggestions by other group members. Ask if the response which the group member has volunteered means the same thing to other group members. Also, introduce the idea that specifying behavior includes specifying situation. For example, "not hitting little brother when they are playing in their room" is specific and manageable; "not hitting brother" is not specific.

In order to successfully use behavior modification it is necessary to pinpoint a specific behavior. Let's look at another example. Suppose you are the psychologist and a parent comes to you and says, "My daughter is aggressive, she doesn't get along with anyone and she is always misbehaving." What specific behaviors have been described?

Answer is none.

Right, none. Now suppose another parent comes to you and says, "My son is shy and withdrawn. When someone he doesn't know says hello to him he looks down at the ground and doesn't reply." What specific behaviors have been described here?

Answer is puts head down and doesn't respond to greeting from strangers.

What about shy and withdrawn? Are they specific behaviors?

Answer is no.

Okay, I think you've got the idea. A specific behavior is something you can see and something which if you describe to another person there will be no doubt about what you are talking about. Here are some more examples. You tell me if they are specific behaviors or not:

1. Saying thank you when given a piece of candy.

   Yes.

2. Getting along with little brother.

   No.

3. Straightening up her room.

   No.

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How could we make that a specific behavior?

Entertain responses. Correct responses are hanging up clothes, making bed, putting toys away, etc.

If you wanted your child to be more independent, what specific behaviors might you try to reinforce?

Entertain responses.

The second step in behavior modification is to pick a specific behavior which you can count how often it happens. How often it happens is called its frequency. To complete the second step in using a behavior modification procedure, you must record how often the specific behavior happens.

Group leader writes on board 2) "Record how often"

Let me give you an example. Amanda's parents were concerned because Amanda was not stopping at home after school before she went to her friend house to play. Naturally, they became worried because they could not be sure that her trip home was safe. They were concerned about a specific behavior, Amanda's not coming home immediately after school, and they could count how often this happened. If Amanda did this every day without fail, they could say it happened one time per day on every school day. Sometimes, Amanda would come straight home and sometimes she wouldn't. How often it happened might be described as the number of times per week she failed to come home. One week she may not have come home twice, another week it may have been 4 times per week.

The "frequency" of a behavior tells how often that behavior occurs in a given period of time. The frequency is a useful measure for a number of reasons. First, it helps us see how serious the problem really is. For example, it may seem like the brothers are always fighting when really they only fight two or three times a day. Or it may seem like your child never feeds the dog without being asked when really he does feed it twice a week without coaxing. So recording the frequency of a behavior helps you get a clearer idea of exactly how serious the problem is. Second, recording the frequency, how often the behavior takes place, also helps you to see if there is any change in the behavior as a result of you trying to change it.

In recording the frequency of a behavior, it is important to be consistent about when the record is being made and how often the behavior is being corrected. For example, you may want to count every occurence every day or if the behavior which has been singled out occurs at mealtimes only, you would want to record its frequency, how often it occurs, at mealtimes everyday. If you are not consistent about recording at the same time every day, then the changes you see in the frequency of the behavior from day to day might not really indicate anything about how helpful your behavior modification program is. The record might only indicate that the behavior occurs more during one part of the day than another. In order to set up a formal behavior modification program, it is necessary to get a record of the frequency of the specific behavior you want to change. You want this record to reflect as accurately as possible the frequency of the specific behavior before you tried to change it.

How you actually go about counting the number of times a specific behavior occurs depends partly on the behavior you have chosen to count. Sometimes the simplest method is just ot have a piece of paper and a pencil with you and make a mark each time the pinpointed behavior occurs. Then at the end of the day, you just count up your marks and you have your record for the day. It is usually best to pick out one or two time periods during the day to do your recording. This is sometimes easier to handle that trying to keep a record through the entire day. One mother who was interested in getting her boys to share their toys together chose to record the sharing behavior during a 40-minute period every evening just before it was time for them to get ready for bed.

Paper and pencil of course are not the only way to keep a record of behavior. One time, a coach of a Little League baseball team felt that the boys on his team played better and enjoyed the game more when they were praises and encouraged by their teammates. He wanted to increase the amount of praise and encouragement. To get an accurate record of how often these kinds of statements were being made by his boys, he kept his left pants pocket full of little pebbles and whenever he heard a word of praise or encouragement among team members, he took one pebble out of his left pocket and put it in his right pocket. At the end of the game all he had to do was count the pebbles and he had a fairly accurate record. And his recording didn't interfere with his coaching at all.

We'll talk more about methods of recording in our next session after you have had some practice with it. For homework this week, I would like each of you to select one behavior of your child's which you would like to see more of. Pinpoint a specific behavior and keep a record of its frequency during the week. I will pass out a form which I want you to use to keep a record of the behavior. I will also pass out a sample which has already been completed and you can use it as a guide.

Leader passes out 2 homework handouts, "Behavior Modification Program" and "Behavior Modification Program, Sample."

The sample shows a behavior which the parent wishes to see less of, leaving toys and clothes around the house, but remember that for your program, in order to help us learn the skills in this session and the next few, I would like you to specify a behavior which you would like to see more frequently in your child. One you like to increase. In the coming weeks, you will be able to use this behavior modification to change your child's behavior. It is important that during the first week you simply record the frequency of your child's behavior and <u>do not</u> try to change it. During the coming week, your couting will give you a good indication of how often the behavior occurs before the behavior modification program was begun. Please bring these records with you next week. <u>Are there any questions before we break</u>?

HOMEWORK AID

BEHAVIOR MODIFICATION PART III

R. R. ABIDIN

1. The first law of learning states that behavior is determined by its consequences.

   Behaviors which are reinforced (rewarded) will occur more often.

   Behaviors which are ignored or punished will occur less often.

2. Reinforcers (Rewards)

   There are 3 kinds of reinforcers (rewards):

   1. Social-praise, kind words, smiles and hugs
   2. Non-social-candy, money, presents, etc.
   3. Activity-play games, going for a walk, going fishing

3. Punishments

   There are three kinds of punishment.

   1. Not giving reinforcements (rewards)
   2. Physical punishment - this type of punishment should be used as rarely as possible. If it occurs more than a few times a week, something is wrong. By age 8, it should not occur more than a few times per year at most.
   3. Cruel words - Sarcasm, ridicule, name-calling, blaming.

4. Specific Behavior

   The behavior to be changed must be described in such a way that you or anyone else can count the behavior and would agree. For example, specific behavior - saying, "Hello, how are you?" Not specific behavior - "being polite."

BEHAVIOR MODIFICATION PROGRAM - SAMPLE

Name: William F.

Date: January 12, 1971

1. Specific behavior to be changed:

Billy, my five-year old son leaves clothes and toys scattered around the house. My wife and I often tell him to pick up his things but he does not listen.

2. Record of frequency of behavior:

Time of observation just before Billy's bedtime

_____ observations per _____ every _____
(number) (minute/hour/day) (day-week)

What will be counted? Number of clothes and toys not put away.

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Date:	Jan.13	Jan.14	Jan.15	Jan.16	Jan.17	Jan.18	Jan.19
	16	13	20	10	23	21	19
	Day 8	Day 9					

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BEHAVIOR MODIFICATION PROGRAM

COUNTING SPECIFIC BEHAVIORS

Name:

Date:

1. Specific behavior to be changed:_____

_____

_____

_____

_____

_____

_____

2. Record of frequency of behavior:

Time of observation_____

_____observations per_____every_____
(number) (day-min.-hour) (day-week)

What will be counted?_____

_____

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Date:	_____	_____	_____	_____	_____	_____	_____

MANAGING CHILDREN'S BEHAVIOR

RECORDING BEHAVIOR

SETTING CONSEQUENCES

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OBJECTIVES:

1. Help parents with behavior modification projects, specifically specifying behavior and recording.
2. Describe additional methods of recording. Parents should develop a repertoire of recording procedures including self-monitoring.
3. Parents will know third step in behavior modification program is setting consequences.
4. Parents will know that to increase a behavior you set a positive consequence.
5. Reinforce idea that it is best to change in small steps.
6. Parents practice setting up behavior modification program.
7. Present fourth step-evaluating results.
8. Parents practice setting consequence in a behavior modification constract.

MATERIALS:

Blackboard
Chalk
Eraser
Sheet entitled "Behavior Modification Program: Sample II" - one for each parent group and one for leader (3 in all)
Blank Behavior Charts - one for each parent.

SEQUENCE:

Discussion of projects
Describe other methods of recording
Discuss setting consequences
Parents practice setting up program
Discuss evaluating results
Discuss and practice negotiating behavior modification contract

During the past week all of you have been keeping a record of a specific behavior of your child which you want to see changed. I hope you all have your records with you this evening. Remember we said last week that the first two steps in setting up a successful behavior modification program were pinpointing a specific behavior to be changed and finding out exactly how often the behavior was occurring, that is keeping a record of its frequency. What behaviors have you chosen to work on?

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If no one volunteers, call on someone. Direct group reaction to behaviors chosen. Are they specific enough so that they can be reliably recorded; is it a behavior or an evaluation? Have several group members present what they have chosen to modify, then ask if anyone has a question about the behavior they have chosen. If so, have group react to question and make suggestions if necessary.

There is quite a range of behaviors being studied. Let's see how the recording went. Recording frequencies is not always as easy as it sounds. Did anyone come up with any methods for counting behavior which they especially liked? Did anyone have some problems with recording?

If no one volunteers, call on someone who has described the behavior they are counting. Lead group reaction to approaches employed. Is method reliable, is it easy to administer, where is recording taking place, can any improvements be suggested, will method fit any other behaviors that group members have chosen to modify?

I would like to describe one additional type of recording system which you might find useful. Sometimes it is possible to have your child keep a record of his own behavior. An example of a behavior which a child could easily record is tooth-brushing. A chart can be placed in the bathroom which indicates the day of the month and your child could just put a mark on the chart each time he brushes his teeth. This method is very easy for the parent and children often enjoy keeping records of their own behavior. For example, if you were interested in having your child help with certain chores around the house, you could have him keep a can or a jar in his room and each time he completed a chore, you could give him a marble to put in the jar. The number of marbles would provide a record of his helping around the house.

Pause.

How might a child keep a record of his behavior if the behavior was taking out the garbage after the dinner, feeding the dog?

Pause for parent response.

How about if the behavior was getting up in the morning without mother having to call several times?

Entertain responses.

There are many behaviors which a child can keep a record of. Some of you may find this type of recording helpful for the behaviors you have chosen to modify.

Pause.

Let's complete the picture of the steps in a behavior modification program. We mentioned before that there were four steps. So far we have talked about the first two: pinpointing a specific behavior and recording the frequency of the behavior. The third step is setting the consequences

Group leader writes on board 3) set consequences

A consequence, remember, is what happens after or as a result of some behavior. We said earlier that behavior is determined by its consequences. According to the first law of learning, behavior which is followed by a pleasant or reinforcing consequence tends to be repeated and behavior which is not followed by pleasant consequences or is punished tends not to be repeated. Since you all are working on increasing some desirable behavior in your children, let's talk for a minute about how you can set consequences which will increase the frequency of a behavior. You will want the behavior to be followed by a reinforcer. You will want to set a pleasant consequence. Before when we talked about reinforcers, we mentioned three general types: social, object and activity. Could someone give an example of a social reinforcer?

Pause for reply.

How about some examples of object reinforcers?

Pause for reply.

And what are some good activity reinforcers for children?

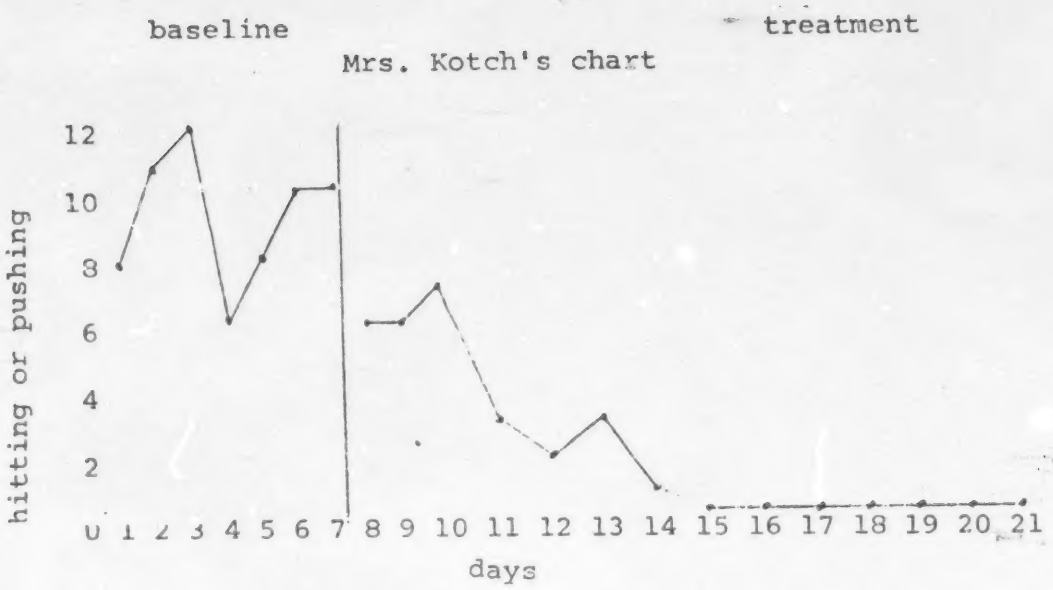
Pause for reply.

Let's look at a formal behavior modification program developed by a set of parents. Mr. and Mrs. Kotch were very upset by the fact that Paul, age 5½ was "very mean" to his 2½ year old brother Mark. Paul would hit Mark for no apparent reason, or would yell at him and call him names, or would pull toys away from him and knock him down. Mr. and Mrs. Kotch had tried to "share their feelings" with Paul about their concern for Mark's safety and their desire to have a happy home. Despite their increased attention and frankness towards Paul his behavior didn't change.

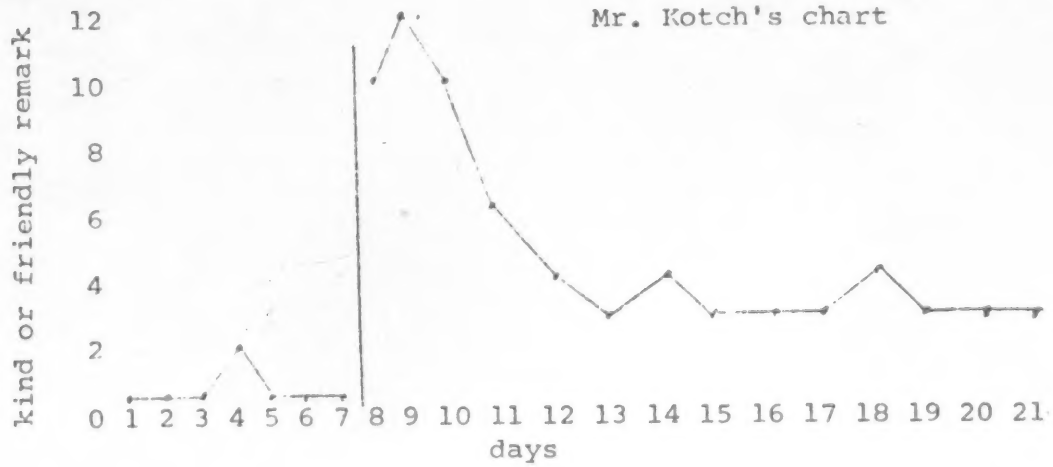
Mr. and Mrs. Kotch decided to try a Formal Behavior Modification Program. They both decided to pinpoint a specific behavior. Mrs. Kotch chose the number of times Paul hit or pushed Mark. Mr. Kotch chose the number of times Paul said something kind or friendly to Mark.

For one week they counted the number of times one of these behaviors took place in the time after supper and before bedtime: 7:00 - 8:00 p.m.

Group leader put following graphs on blackboard explaining how to read them - don't include treatment data.



You will note that the job of recording was easier for Mr. Kotch



The Monday night starting the second week Mr. and Mrs. Kotch again had a conference with Mark. They repeated their concerns and proposed an agreement between them. Each time Paul said something kind to Mark or helped him he would get a roasted peanut (they were known to be favorites of Paul.) To keep track of how many peanuts he earned a marble was placed in a coffee can each time Paul said something kind to Mark. Further, it was agreed that if he didn't hit or push Mark during the period between supper and bedtime he could stay up 15 extra minutes and have a glass of milk with Daddy while Mommy put Mark to bed. Daddy used this time to praise Paul's accomplishments. Now let me show you what happened as a result of Mr. and Mrs. Kotch's Behavior Modification Program.

Plot data for treatment.

The effect of the program on Paul's hitting and pushing behavior can be seen clearly. The effect in terms of kind words needs a little explaining initially. Paul earned many peanuts with nearly one kind sentence per minute but after a while the novelty wears off and it takes up too much time to just constantly be thinking of things to say. Nevertheless his behavior remained changed. He often rewards his little brother, maybe not every minute but often enough.

You will note the Kotch's behavior modification program used all 3 kinds of reinforcers - What were the reinforcers?

Social - Daddy's praise
Non-social - Roasted peanuts
Activity - Staying up 15 minutes extra

Let's say that Mr. and Mrs. Kotch had gone about setting up the Behavior Modification Program in another way. Let's suppose they had said, "Paul, we can't stand how you behave. You're mean and cruel. If you keep being mean, you'll grow up to be just another rotten kid. Because we love you, we are going to give you a chance to change and be nice. After supper if you are nice to Mark, you can stay up an extra 15 minutes and we will give you a snack."

With the approach just described, it is not likely that Paul's behavior will change. Can you spot some of the problems with the approach?

Parental responses: 1. Judging, scolding, with your message, child so upset not likely to hear rest of what parent says. Self-worth attacked. 2. Doesn't use small steps or increment or frequent reinforcements. Requires "Total Cure." 3. Doesn't specify what to do. 4. Doesn't explain what is mean.

Okay, we've seen several examples of formal behavior modification programs. This time I would like all of you to set up a program. Let's divide the class in groups of 3 or 4 and sork as teams.

Groups should be approximately equal.

Each group will get a copy of a form to outline their programs on. As you will see, the first step, pinpointing a specific behavior has already been filled. You'll have 5 minutes to decide exactly how to go about changing the behavior. Fill in the frequencies as you think they might be.

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Pass out to one person in each group the sheet entitled "Behavior Modification Program: Sample II." Group leader assists groups as needed, making sure they are very specific about recording procedures and delivering consequences.

Time is up. Let's see how you did. How did this (point to one of the groups) group go about getting Cindy to brush her teeth?

Group member discusses proposed program. Group leader interrupts to get reaction from other group members as to reliability and and feasibility of recording procedures, appropriateness, and ease of administration of consequences, etc.

Very good. Now let's hear how this group set up their program?

Repeat feedback procedures.

Some of you might be thinking at this point that behavior modification is not something which is so new. Setting consequences is something which many of you have used to manage children's behavior. For example, you might have a rule that your child can only have dessert if he has eaten his dinner or you might have a rule that your child can watch TV only after his homework is completed. These are very definite examples of behavior modification programs and they are not new. What may be new to you is the range of behaviors which can be taught with these procedures and how to use them in a systematic way so that you can be sure of the results you are getting, particularly when the behavior to change will only change slowly because it must be learned. That brings us to our fourth and final step-evaluating the results.

Group leader writes on board 4) Evaluate the results.

Let's look at one of the examples I just mentioned, getting your child to eat his dinner. Suppose you notice that your child has not eaten any vegetables for four nights and you decide to set the consequence of having dessert only if he has eaten all of his vegetables. The first night he doesn't eat anything and asks you for dessert. You tell him you would like to give him dessert but the rule is he can only have dessert if he eats his vegetables. He still doesn't eat anything. The next night the same thing happens. After 5 days he still is not eating meat and vegetables. You evaluate your results and find you have not been at all successful, so you take another look at the program. Can anyone suggest why the program isn't working?

Entertain responses.

Good. After you set the consequence you continue to record the frequency of the behavior and use your record to evaluate the responses. Keep in mind, though, that usually there is not an immediate change in the behavior. Usually children will try to test you and see if you really meant what you said. When they are sure that you did mean it the behavior will begin to change. If it does not, there is something wrong with one of the four steps in the program.

One final point about setting consequences. Setting consequences is much like negotiating a contract. The object is not to force something

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over on a child but to develop an arrangement which will benefit both the parent and the child. The process of setting up this contract provides an excellent opportunity for using the relationship building type of communication which we talked about in earlier sessions. It is a good chance to listen to your child's feelings and accept them. As we saw in the example of Paul and Mr. and Mrs. Kotch the parent can best communicate by using "sharing himself" and not passing judgment. In all contract negotiations the strongest agreement comes about when both sides use reflective listening and "share themselves." This give and take is a necessity. When a good interpersonal relationship exists between parent and child, an agreement can be reached in which everyone can reach this goal.

All of you have been recording a behavior during this past week. Some of you are ready to set consequences. Let's practice using these relationship building types of communication to set the consequences. If someone will volunteer to practice setting the consequence, I will play the part of the child. Who knows what reinforcers they would like to use?

Group member plays part of parent negotiating with child. Group leader is the child. Reinforce appropriate technique. Call for a second volunteer, then third.

Very good. The more you practice with these techniques the more natural they become.

During the coming week, I would like you to continue your behavior modification programs. Either continue recording the frequency of the behavior as it was before setting the consequence or set the consequence and see what happens to the behavior. Bring your records with you next week and we will go over them during class.

I have some blank charts to help you with your record keeping. You may pick them up from the box by the door.

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MANAGING CHILDREN'S BEHAVIOR

BEHAVIOR MODIFICATION PROGRAM: SAMPLE II

R. R. ABIDIN

University of Virginia

Name: Cindy, age 5

Date: March 10

1. Specific behavior to be changed:

   I want Cindy to brush her teeth after dinner and before going to bed. She does this now only if we nag her about it and threaten her.

2. Record of frequency of behavior:

   Time of observation _____

   _____ observations per _____
   (number) (minute/hour/day)

   every _____
   (day-week)

   What will be counted? _____

   Day 1 Day 2 Day 3 Day 4 Day 5 Day 6 Day 7

   Day 8 Day 9 Day 10

3. Set consequences:

   Consequence will be _____

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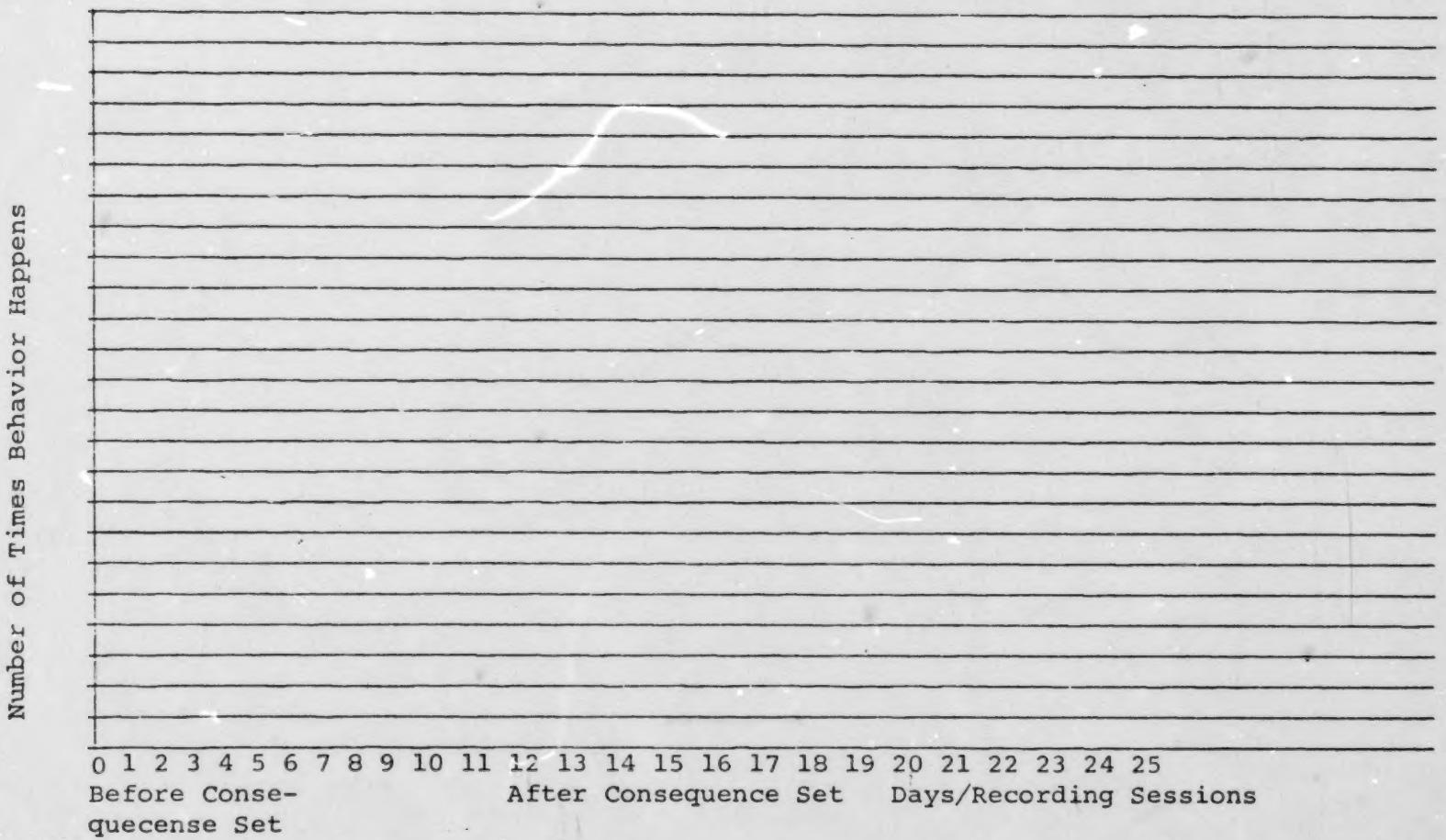
Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14

00101

Specific Behavior_____

_____

Recording Chart
For Behavior Modification Program
(Parts II, III, IV, V)


Number of Times Behavior Happens
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25
Before Conse-
quecense Set
After Consequence Set
Days/Recording Sessions

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MANAGING CHILDREN'S BEHAVIOR

BEHAVIOR MODIFICATION - PART 5

R. R. ABIDIN

University of Virginia

OBJECTIVES:

1. Discuss behavior modification projects which parents are conducting. Provide feedback and elicit reactions from group.

2. Discuss activity reinforcers. Make parents aware of Grandma's Law (Premach Principle) and understand that any activity a child enjoys can be a reinforcer.

3. Present examples of withholding reinforcement and timeout as methods of decreasing undesirable behavior.

4. Discuss issues regarding the use of behavior modification by parents. Help parents generate answers to these issues.

MATERIAL:

Large blackboard
Chalk
Blank behavior charts

SEQUENCE:

20 min.	Discuss parent projects
15 min.	Discuss activity reinforcers
10 min.	Discuss methods of decreasing an undesirable behavior
15 min.	Discuss common objections to behavior modification procedures.

We are going to start today's session by talking about the behavior modification programs you have been working on. Some of you may only be up to recording your child's behavior, while others have begun using consequences and reinforcements. First, let's look at how the recording went for the people who are at that step.

Pause for parents to start discussion; if nobody starts, ask who is still on recording and ask that person to describe their procedures. GROUP LEADER IS TO BE AS REINFORCING AS POSSIBLE.

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It sounds as if everyone has a good understanding of recording procedures and the different ways it can be done. Now let's look at how the programs using reinforcers and consequences are going. (Pause for parents to bring up projects--if no spontaneous verbalizations occur, ask the parents directly.)

1. During discussion bring up importance of including in original agreement a gradual fade-out of extrinsic reinforcers.

2. Reinforce all efforts.

3. Reinforce use of reflective listening and share-yourself-technique during the initial phase of setting up the program and in identifying reinforcers.

4. If a program is notworking it is a result of a problem in designing the program; even professional psychologists have design problems. Parents must review a) specific behavior, b) recording, c) setting consequences.

I would like to briefly review our last sessions's discussion of reinforcers which can be used as consequences to increase some behavior which you would like to see more of from your child. We mentioned three basic groups of consequences which can be reinforcing. The 1) social reinforcers such as praise and affection; 2) the activity reinforcers like watching TV or talking with Mommy and Daddy; 3) and the object reinforcers such as candy, peanuts. I'd like us to take a closer look at activity reinforcers during this session. Activity reinforcers are just as powerful as any other reinforcer but they have two other values: a) it usually can be fit into the regular family routine; b) in order for parents to use these reinforcers as consequences they have to pay closer attention to what the child does and likes and they must use the communication skills of "reflective listening" and "sharing yourself" in order to determine what activity reinforcer would work.

Let's look at some examples of parents who used activity reinforcrs.

1. Mrs. Green was having a hard time getting her daughter, Jane, age 5, to brush her teeth before she went to kindergarten class each morning. Jane would do it without any argument if her mother was there but she just couldn't take responsibility for it. Yelling and threats didn't seem to change the situation. Mrs. Green decided to use her reflective listening skills and said: Mrs. Green - "You sure didn't like to brush your teeth in the morning, Jane."
Jane - "It's dumb."
Mrs. Green - (Remaining silent)
Jane - "It's no fun!"
Mrs. Green - "You would do it if it was fun?"
Jane - Ah, huh, like when you brush your teeth with your brush (electric brush) that's fun."
Mrs. Green - having used her reflective listening skills learned

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more about Jane and was able to come up with the following informal behavior modification program using an activity reinforcer.
Mrs. Green - "Jane, I worry about you, if you don't take good care of your teeth you could get sick. I'll tell you what. If you brush your teeth in the morning before school without me having to remind you, you can use my toothbrush to brush your teeth before you go to bed."

For Jane the reward for brushing her teeth was the chance to brush her teeth. At first it doesn't seem to make sense, but when you think about it you see a reinforcer is something which is rewarding, fun, and important to the individual receiving it. By having a close relationship with our children, by using the communication skills of "reflective listening" and "sharing yourself" we will better understand and appreciate our child and what he finds reinforcing.

Let me show you another example of how a mother solved a problem for her by using her communication skills, and a behavior modification program involving an activity reinforcer.

Mrs. Hand belonged to a family which socialized a good deal. Every other week on Sunday afternoon the relatives would visit. She found that the job of getting ready was too much for her and the situation would result in much hurried preparations, yelling at the children, etc. One Sunday, she told her oldest son, James, 10, to vacuum and dust the living room and dining room. Jimmy started to do it reluctantly mumbling to himself. This usually caused Mrs. Hand to yell more. This time she decided to use reflective listening and she said:

Mrs. Hand - "James, you sure are mad about having to vacuum and dust the living room and dining room."

James - "Yeah."

Mrs. Hand - (waits in silence)

James - "Mom, Why do I have to do this job? It's not an important job like shining the brass or silverware. I like to help but I don't like to vacuum and dust."

Mrs. Hand - "James, it's important to me to have a neat house. If polishing the brass would be important to you then whenever company comes I will get the polish out as soon as you finish the living room and dining room."

This agreement solved the problem of getting willing help for the Sunday clean-up. Again, we have what some people would call harder work (the activity of polishing brass or the silver) being used to reinforce some desired behavior. Let's look at another example:

Joanie and her mother had a running battle over Joanie's homework. It wasn't that she didn't do it but she waited until late at night to start on it and then had to stay up very late to get it finished. Joanie's mother felt that Joanie needed more sleep than she was

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getting. When she looked closely at the problem Joanie's mother realized that the problem was caused by her daughter watching television after dinner instead of getting right at her homework. Joanie and her mother discussed the situation and decided on a new rule. Joanie had to finish her homework each evening before she was allowed to watch T. V. The change was dramatic. Joanie began her homework promptly after dinner and still had time to watch some television and get to bed at a reasonable time.

This is an example of a very effective way to use an activity reinforcer to increase some desirable behavior. In this case, the behavior which was to be increased was doing homework early in the evening and the activity reinforcer was watching television. I mentioned last week that behavior modification was not an especially new way to manage behavior. In fact, the example I just described illustrates a technique which is so old that it is sometimes called "Grandma's Law." Grandma's Law involves arranging the order of activities. It is the technique which Grandma used when she said you could have a piece of her cherry pie but you had to take your bath first. When there are two behaviors which can occur in a situation, one which a child likes very much and another which he may not like as much or dislikes, and you feel it is important for him to do the second one, then you must arrange it so he can do the one he likes after he does the one you feel is important. That's Grandma's Law.

Is this an example of Grandma's Law?

"I'll take you ice-skating but I want you to pick up the toys you've left around first."

Pause for reply.

That's right. It is an example of Grandma's Law. The important behavior which is less likely to occur must be done first and the desired behavior is used as a consequence.

Is this an example of Grandma's Law?

"Okay, you can go to the movies but as soon as you get back I want you to rake the lawn. You know you promised me yesterday that it would be finished by now."

Pause for reply.

Right. This is not an example of Grandma's Law. The highly desired behavior, going to the movies, is coming first. The important behavior, keeping a promise to help, is not being taught very well.

Can any of you think of other examples of Grandma's Law? (Pause for reply.)

There is one point which I mentioned earlier which I would like

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to emphasize about selecting activity reinforcers for children. There are some activities which almost all children enjoy and like to do. Watching television is one example. Almost all children find watching television a pleasant experience and if this activity is used as a consequence it is a strong reinforcer. There are some activities, though, which you can not tell without knowing the child whether or not they would be reinforcers. For example, some young children love to set the table or dry dishes. Some like to wash the family car and rake the lawn. A very desirable activity for some children is answering the phone. These are simple, normal, everyday activities in a home and many parents miss the potential which these types of activities have as reinforcers. Tuning into the activities which <u>your</u> child particularly enjoys will provide you with a list of very powerful reinforcers. It will also have a special meaning for your child. When you suggest as consequence activities which are really special to him it shows him that you know what he likes, that you understand his world at least a little bit. Suppose, for example, your 10 year old daughter particularly likes to make jello or brownies. One day you are particularly hurried and are trying to get the house cleaned up for some guests who are coming. You say to her;

"Honey, I really do have a lot to do and I don't think I'll be able to get everything done before our guests come. I really would appreciate your help. I'll tell you what. If you make the beds and clean the hall you can make jello or brownies for the company." (Pause). Since this is an activity she particularly likes, your daughter will probably help you with the housework. And at the same time you have communicated to her that you understand what she likes and doesn't like. Watching what your child enjoys doing is one way to identify the activities which will be reinforcers for your child.

So far we've talked mainly about increasing desirable behaviors. Generally, it is more effective to concentrate on rewarding than to concentrate on punishing. Rewarding produces both a change in the specific behavior and also can increase the strength of the parent-child relationship. Sometimes, though, it is necessary to withhold rewards or to punish in order to decrease some undesirable behavior. Let's look at some examples of how parents decreased problem behaviors by using behavior modification.

> Mrs. Ward's six year old son, Billy, frequently soiled in his pants. She kept a record for five days and found that the soiling occurred from one to three times every day. She also discovered that the consequence of his soiling in his pants was that she washed him and changed his clothes and gave him a great deal of attention. She decided to set a different consequence. From now on when Billy soiled himself she would give him clean clothes only after he had washed his pants out. On the first day with the new consequence, Billy soiled himself once. He didn't soil himself again until the twenty-first day and that was the last time it happened. Mrs. Ward was very satisfied with the results of the new consequence.

In addition to showing how one mother effectively used withholding reinforcers to decrease an undesirable behavior the example also shows that sometimes we teach our children bad habits without knowing it. All the attention which Mrs. Ward had been giving her son was

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very pleasant to him and served to reinforce his soiling behavior.

Here is another example of an effective method of decreasing undesirable behavior by using unpleasant consequence.

> Scott, age 4, and Philip, age 6, were brothers and they frequently fought with each other over toys. The arguing and hitting was upsetting to their mother so she told the boys of her upset and recognized that they were both angry with each other. Then she told them that each time an argument began and they started hitting each other they would both have to sit on the steps upstairs one on the 2nd step and the other on the next to the top step. The boys would have to sit there for five minutes. In a few days the number of arguments and fights had dropped from 1 - 12 per day to only once or twice.

Scott and Philip's mother used what is called a time-out procedure as an unpleasant consequence. When the problem behavior occurred the boys were made to take a time-out from their playing with toys. When applied consistently the time-out procedure can be very effective in decreasing undesirable behavior. Not being able to play for short periods is a very negative experience for children. Longer periods of time as much as 30 minutes, are less effective.

Can you think of any behaviors of your children that might be handled by a time-out procedure?

Pause for responses - Reinforce all suggestions.

Usually about this time when parents are learning behavior modification procedures they begin to develop some reservations about the procedures. There are some questions which come up fairly reularly; I would like to spend the remainder of this session helping you to decide on some answers to these questions. It might be interesting to approach the questions this way. I will be the person who has the questions and I would like all of you to play the part of someone who supports behavior modification procedures and refutes the questions I present. I'll ask the questions the way someone who does not accept behavior modification might and you answer them the way someone who supports behavior modification would answer. Ready? (Pause for questions)

1. "It sounds to me like you are bribing children?"

> Summarize parent reactions and make sure the points included in each refutation listed after the comment is covered. Refuted by pointing out that bribery involves getting someone to do something which is wrong or bad. Pay for honest work is entirely legitimate.

2. "What gives you the right to decide for your child what he will do? It sounds like outright manipulation to me?"

> Parents respond with something like the following. Parents make many decisions for their children. This is part of the job of parents - to guide and to teach. As we saw in the soiling in the pants incident parents control many behaviors which they don't

realize. The question is not whether you will control or not since in many ways you already do. The question is will you do it wisely and with forethought.

3. "It seems to me that you are asking us to become an "if-then" family. If you do this for me, I'll do that for you."

Parents Response - Formal contracting is not a technique you will use all the time, only part of the time. We have talked about other child management techniques. As a good teacher, though, you will always want to positively reinforce desirable behaviors.

4. "The whole thing is artificial. Kids should learn how to behave without getting paid for it."

Parent's Refutation - Should is a moralistic, irrational concept. Kids learn what they do because of the reinforcements which consequate certain behaviors. What is important is that they do learn, not whether they should or ought to have learned already. Regarding the artificiality, as we said, many behaviors and natural reinforcers already exist in the home; it is simply a matter of better organizing. When artificial reinforcers are used they are used to get the behavior under control then they are slowly replaced with social reinforcers such as praise and affection, and finally self pride in accomplishment.

5. "Do you expect me to record and develop a behavior modification program to teach my child everything or to correct every problem behavior?"

Formal behavior modification programs including recording is a special technique to be used for special problems, particularly problems which haven't been solved with less systematic procedures.

I hope this discussion has helped you to formulate some of your own answers to these questions. Are there any other questions you have?

Pause for reply. If possible get group to respond to any questions.

Very good. That is all for this evening. Continue your projects during the coming week and pay particular attention to identifying activities which your children particularly enjoy. Next session we will review your projects so don't forget to bring your records. I have additional blank behavior charts in the box at the door for anyone who needs them.

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MANAGING CHILDREN"S BEHAVIOR

OBJECTIONS TO BEHAVIOR MODIFICATION

USING THE METHOD ON YOURSELF

R. R. ABIDIN

University of Virginia

OBJECTIVES:

1. Help parents in conducting their behavior modification projects with their children.
2. Point out that behavior modification procedures can be applied to oneself.
3. Evaluate objections and problems with behavior modification.

MATERIALS:

Large blackboard
Chalk

SEQUENCE:

30 min.	Discuss parent behavior modification projects
15 min.	Review examples of behavior modification projects.
10 min.	Discuss use of behavior modification with parents behaviors.

Let's start off this session by reviewing the projects which you are working on. How have they been going? (Pause.)

Wait for parental comments. Reinforce fist person to speak and try to get the group to respond to any questions or comments before you react.

Have any of you found the idea of different reinforcements, Grandma's Law, and some of the other behavior modification ideas useful to you in ways which don't involve a formal program? (pause).

Next I would like to describe a few behavior modification programs which were developed by parents to change their children's behaviors.

Susie, an 8-year-old girl who had often been sick as a young child, developed the habit of coming to sleep with her parents in the middle of the night. Her parents wanted this behavior stopped and developed the following behavior modification procedure. First, they recorded

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Susie's natural behavior and found that Susie came to their bed 8 out of 10 nights. Susie was told she would receive a nickel every night she stayed in her bed. During the next 10 nights she came to her parent's bed only 2 out of 10 times. During the following month she came only once and was returned to her bed promptly. After 2 months on the program Susie's parent's told her she didn't need the program and it was stopped. Now, it is important to note that all during the program Susie's parents paired large doses of praise and affection with the giving of the nickel, they spoke with pride about Susie's accomplishments; in short they made a big deal about her growing up and not doing things like she used to do when she was little.

Does anyone have a reaction to this story? (Pause).

Discuss and highlight the pairing of social and non-social reinforcers, and discuss the problem of fading-out extrensic reinforcers

Mrs. White wanted her 10-year-old daughter Carol to stop biting her fingernails. She had tried a number of methods through the years and none of them worked. She noticed that Carol chewed her nails most often when she was reading. If Carol didn't read very much in a week or so her nails would start to grow. The idea of having Carol stop reading was just as bad as her having bitten finger-nails. Mrs. White observed Carol for a week for the first 30 minutes of Carol's 1-hour reading period before bedtime. (See graph). She then told Carol she would subtract 1 minute of reading time for each time she put her fingers in her mouth while reading. (See graph). During the next week Carol was punished frequently for the first 3 days and the last 2; in fact, her behavior was worse than before the program began. Mrs. White found out that Carol's nailbiting was worse when she read mysteries, and that when she originally observed her and during the two days in the middle of the past week, when nailbiting was at its lowest, Carol had been reading animal stories. During the third week the same punishment was used but now Carol was to read with a golf counter in her hand and each time she bit her nails she would record it.

Do you have any questions about this program?

Discuss--the problem of baseline recording under similar conditions. Highlight different self-recording procedures for children, e.g., stars on charts, graphs, by bed or bathroom.

Mrs. Patterson was unhappy with her youngest son Mark's behavior which was verydependent. Mark, age 4, was frequently whining and playing under Mrs. Patterson's feet. He seemed to have minor hurts frequently and he would not get out his own toys to play with. Mrs. Patterson found herself too often helping, holding, and "making it better" for Mark. She realized she was reinforcing with her attention the very behavior she didn't like. She decided to ignore as much as possible all of Mark's dependent behaviors and to regard his independent behaviors such as playing by himself for 10 minutes or more, fixing his own scrapes and getting out his own toys. (See graph).

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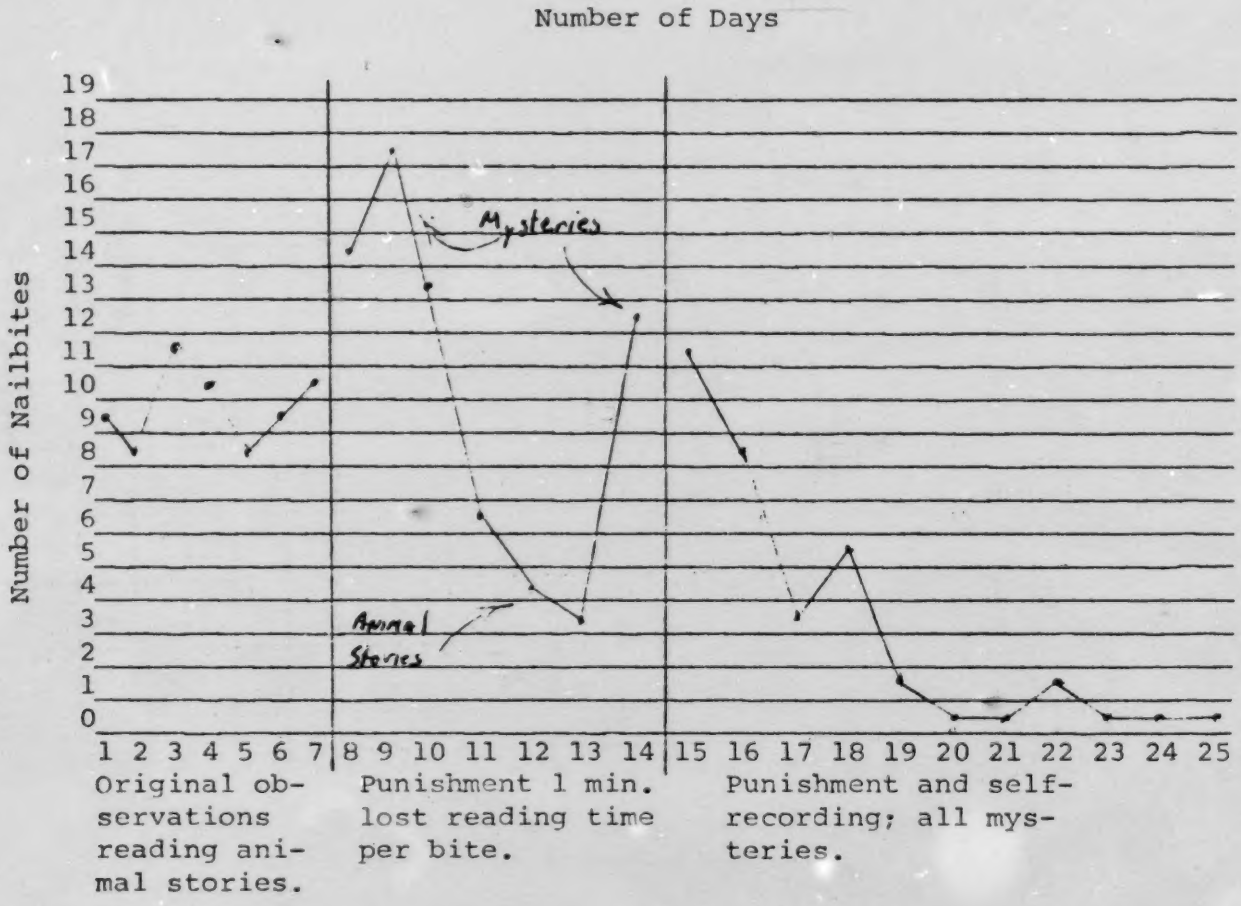
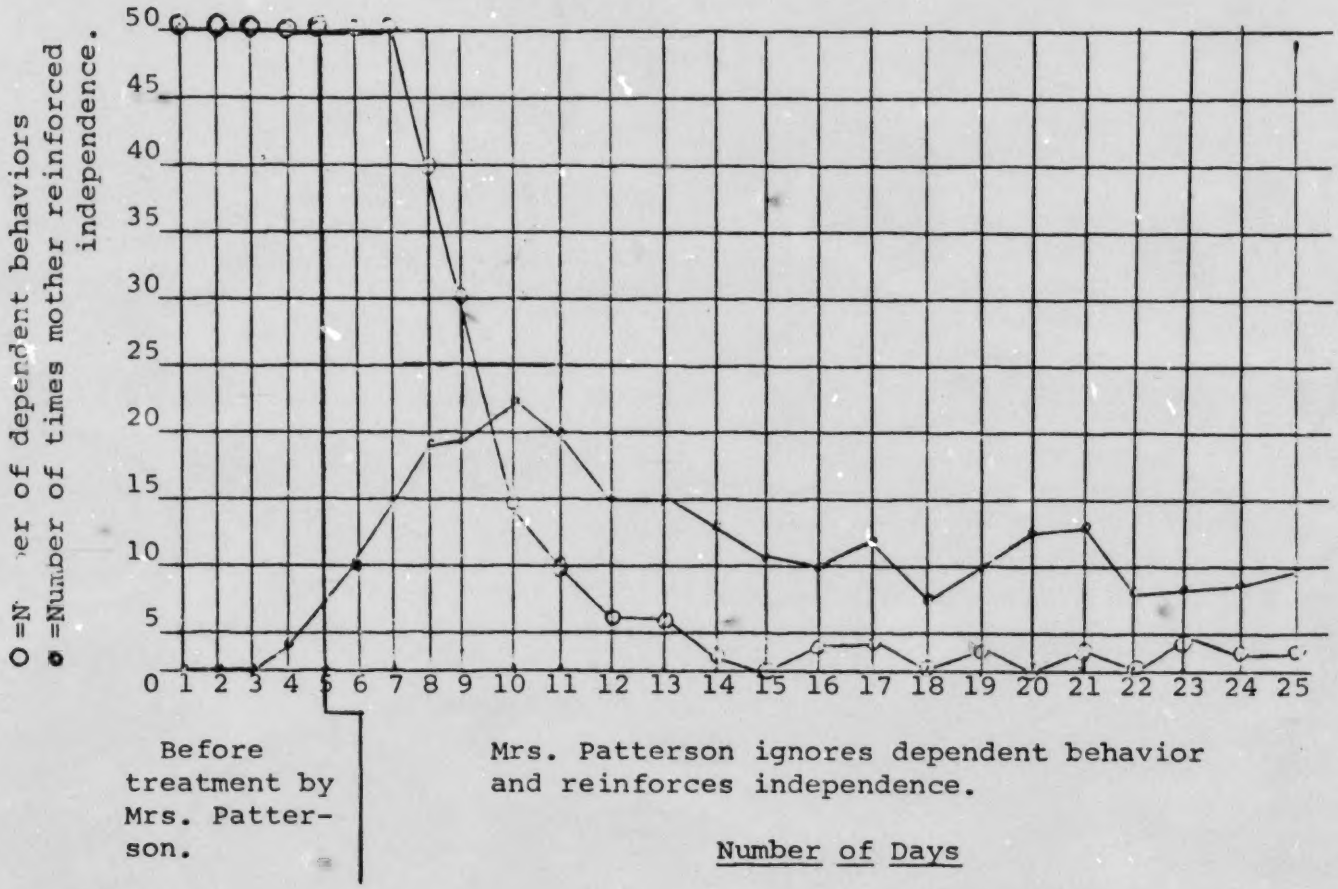
Graph for Carol's nailbiting:



Mrs. Patterson and Mark's Dependent Behavior

(Observation period 9 a.m.-12 noon)



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The graph shows us that Mrs. Patterson rarely reinforced the behaviors she wanted to see and that since she responded to Mark's dependent behavior she reinforced the very behaviors she disliked. The combination of ignoring dependent behavior and rewarding independent behavior worked but not immediately; we can't always expect immediate results from our programs in fact, in some cases, like temper tantrums, things usually get worse for three or four days, before they begin to get better.

The other important point to be noted in the graph is that Mrs. Patterson's behavior changed. Mark was occassionally dependent as all 4-year-olds are but Mrs. Patterson was now a mother who was training her child towards independence.

Behavior modification programs may be looked at as ways of changing other people's behavior but it is interesting that the programs do as much to change the behavior of the parent as it does to change the behavior of the child. Some of the changes found in the parent's behaviors after running a behavior modification program are:

1. Closer attention to the child's specific behavior and needs;

2. greater consistency in the parent's behavior;

3. parents became more rewarding and reinforcing towards their children;

4. parents often develop a greater sense of self-confidence in managing their children's behavior afterwards;

5. parents find themselves more often catching their children being good and reinforcing the behavior they want which creates a whole new outlook on managing children's behavior.

So far we have talked about several ways behavior modification procedures can be used to change children's behavior. Before leaving the topic of behavior modification I would like to mention one other approach. Sometimes an effective way to manage a child's behavior is by focusing on and making changes in the person who is teaching him. For example, in one of our earlier sessions we talked about the importance of reflecting a child's feelings, that is responding to the feelings behind what the child says rather than to the words he uses to express his feelings. Reflecting feelings is a behavior which many parents are not accustomed to doing and frequently feel a little uncomfortable with doing it at first. A simple behavior modification procedure can be used to help you over this initial period and make reflecting feelings a habit for you. You can keep a record of how often you reflect your child's feelings by keeping a tally or moving some sort of counter from one pocket to another or one of several other ways we mentioned for recording. At the end of the day write down your score and keep a daily chart to see how well you are progressing. Often, seeing your own progress is enough of a reinforcer to keep you at it and soon the benefits in terms of improved parent-child relationships will be a very powerful reinforcer. After a short time reflecting feelings will seem very natural to you.

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Often parents can help one another, for example, in one family in which the husband wanted to stop yelling and hollering at the children. The wife agreed to wash her husband's car Sunday afternoon if he could go 7 days without yelling and hollering at the children more than 25 times. Each night they would record the number of times he hollered. On succeeding weeks a new agreement was reached--no more than 15 times, then 10, then 7, then 5, and then 2.

You can also help yourself with Grandma's Law. For example, you would love to take the kids to the park on Saturday but the big game is going to be on T.V. Simply tell yourself you can't watch the game until you have taken the kids to the park (Pause). Or you would like to finish that ironing but a good show is on T.V. Rather than have the dessert before the vegetables, get the ironing done before the show comes on. Can you think of other behaviors you can effectively manage with the procedures we have talked about? (Entertain replies.)

Last week we discussed some objections which people sometimes raise to behavior modification. Now that you have had some more experience with the technique, can you think of any other problems or objections? (Pause.)

Write objections or problems on the blackboard; don't respond or attempt to refute the parents' comments. Merely collect the reactions and list them on the blackboard. When all of the objections have been raised you are to direct the group to respond.

What do you think about the first problem listed? Can things be handled such that this would not occur?

Summarize parent's reactions and then complete the responses if you believe some important point was missed.

The behavior modification procedures we discussed are very effective ways of managing behavior. They are often used to treat serious behavior problems by psychologists and psychiatrists. You can use these procedures by either designing a specific program or by just keeping in mind the idea that reinforcers increase behavior and that ignoring decreases behaviors.

I would strongly recommend that in the future you only use a specific formal program on the few behaviors which are either very disturbing to you or which are of greatest importance. Behavior modification is a powerful tool but formal programs take time and energy which may create more of a problem than the behavior which is of concern to you.

Do you have any questions or reactions? (Pause.)

Handle any questions or reactions and hand out reading list--additional information on Behavior Modification.

We know that physical punishment will decrease how often a behavior takes place, but it is one technique which should be rarely used.

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Punishment, in the form of loss of reinforcers, and time-out procedures are just as effective and have fewer bad side-affects.

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MANAGING YOUR FEELINGS

PARENT-CHILD MODULE #1

R. R. ABIDIN

University of Virginia

OBJECTIVES:

1. To acquaint parents with rational-emotive theory of behavior.
2. Demonstrate how rational-emotive theory can be used in analyzing parent-child interactions
3. Suggest approach for parents to use in increasing rational control over their overt and covert responses in parent-child interactions. "People own their own emotions."
4. Help parents begin to investigate their self-talk in problem situations involving their children.
5. Provide homework for parents which demonstrates and encourages the use of rational-emotive theory in parent-child interactions.

MATERIALS:

Meeting room and chairs for approximately 20 people
Large blackboard
Chalk
One 5 X 8 file card for each parent
Homework - Managing your feelings - Part I

CONTENT:

1 your lecture and parent responses to programmed questions.

REFERENCES FOR THE 4 UNITS OF "MANAGING YOUR FEELINGS:"

BASIC READING:

Ellis, A., and Harper, R. M. A guide to rational living. Englewood Cliffs, N.J. Prentice Hall, 1971.

Ellis, A., Wolfe, J. L., and Moseley, S. How to prevent your child from becoming a neurotic adult. New York: Crown Publishers, 1966.

SUPPLEMENTAL READING:

Ellis, A. Reason and Emotions in Psychotherapy. New York: Lyle Stuart, 1962.

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Ellis, A., and Harper, R. M. A guide to successful marriage. New York: Lyle Stuart, 1970.

MANAGING YOUR FEELINGS

I. PARENT-CHILD INTERACTIONS PART I

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During this session I will present a method which we can use to help us manage our feelings and behavior. Hopefully, in the next few weeks we will all come to see that we can control our feelings and reactions and that they are for the most part not determined by what happens in a given situation. Each of us will come to learn that we own our emotions.

When people get angry they often do things which they later wish they hadn't done. For example, a parent may spank a child because he is angry or upset or a wife may not speak to her husband for an hour or more because his coming home late from work was topped off by dinner being burned. If the parent in the first example or the wife in the second were to be questioned about their behavior they might reply something like, "I couldn't help it, I just got mad," or "He made me so damn mad, he's just lucky I didn't throw something at him."

Of course, anger isn't the only emotion which often leads to stupid behavior. Other negative emotions including guilt, fear, depression and anxiety also may lead to stupid behavior. Let's consider some common examples of situations which lead to strong emotions and possibly stupid behavior.

1. Mrs. Smith told her two boys ages 4 and 5 that she was going to wax the kitchen floor this afternoon, and she wanted the boys to be sure not to step on it until it dried. That afternoon 2 minutes after she had finished the floor the boys burst through the kitchen door and ran through the kitchen. At that moment, Mrs. Smith says to herself (expressed angrily) - "How inconsiderate! (pause) They don't care about how much work I do, and they obviously don't care about how I feel."

What do you think happens next in this story?

Put responses on blackboard.

How do you think this mother will feel towards her children?

(Pause for parents to react.)

Right: The boys get a good scolding and probably get spanked because Mrs. Smith is angry.

Given what Mrs. Smith said to herself about the situation, it is obvious

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why the boys were scolded and spanked. But it is possible that this incident could have turned out differently. (Pause). Let's imagine the boys running through the kitchen and Mrs. Smith says to herself, "I knew it! I should have locked that door. When those boys get to playing tag it's a miracle that they don't run into a tree."

Given this second example of self talk, what do you think probably would happen?

(Pause - Discuss possibilities of Mrs. Smith getting angry and the boys getting scolded or spanked following the second example of self talk.)
(Probably reaction - Remember to lock door in future. Ask boys to watch her finish repairing damage before resuming play.)

The example of Mrs. Smith shows us that often times there are different things we can say to ourselves about situations and that what we say to ourselves will lead to different reactions.

Let's consider another example.

The Jones family is getting ready for lunch, and while nobody is noticing Mary Beth, age 3-1/2, tries to pour a full half gallon of milk into her glass. The next thing that happens is a great splash! Milk all over the place! Mother turns and thinks, (expressed dramatically) "How many times have I told her not to touch the milk carton. She is a stubborn little girl and she is just going to have to find out who is boss."

What do you think Mother is likely to do next in the story?

(Pause to get parent reaction.)

How will Mother feel towards Mary Beth?

(Discuss probable event.)

I guess from what was said it is safe to assume that basically you agree that after Mary Beth spilled the milk her mother became angry and she probably scolded, and maybe punished, Mary Beth.

Let's replay the last example again.

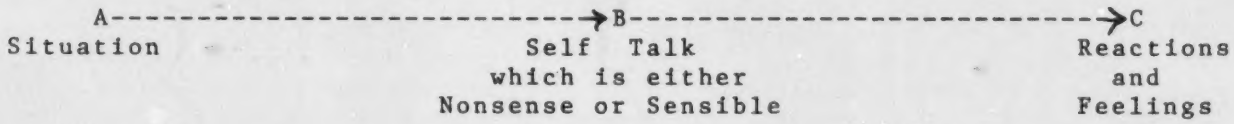
Now let's say that milk has just gone splash! Mother turns and says to herself (exasperatedly), "Oh no! I worked so hard on that floor and just look at Mary Beth's dress. I have just got to teach that child what she can lift and how to pour." What do you think is likely to happen next? (Pause)

(Discuss probable events.)

Now again, in the second example both sets of self talk are possible. Both could take place, and again each would probably lead to a different reaction.

(Give example of likely consequences - mother not angry, remember to teach her in future, requests Mary Beth to clean floor, etc.)

These examples demonstrate something that most people tend to forget and that is that events and other people don't determine what we do and feel. Rather what we say to ourselves about situations determine our reactions and how we act. Let me draw a diagram up here which we are going to use a number of times in this session and in the next few sessions. I believe this diagram will help us understand and keep in mind what determines how we act.



Now one important thing to consider about the things we tell ourselves is whether they make sense. Are the things we say to ourselves sensible--do they agree with the facts? In most instances would other people agree with what I am saying to myself? Let us consider some situations and the idea of the sensibleness of self talk.

SITUATION I: Mrs. Smith is having a party at her house for grown ups. Her only child, Jimmy, age 3, has been playing in his room alone for some time. He comes out of his room and says to his mother in front of her company, "I hate you. These people are just a bunch of stink bugs." (Pause.)

Following this incident Jimmy's mother gets angry, and feels hurt and punishes the child, this is the reaction at C.

<u>What did she probably say to herself in her self-talk which led to her reaction?</u>

B - Probably Self Talk (Draw out idea of rejection - he doesn't love me, embarrassed - other mothers think I am a bad mother.) (Revenge - I'll show you, if you hurt me, I'll hurt you.) Is it sensible for a person to believe her child really doesn't love her?

Now let's assume that Jimmy's mother doesn't get upset at point C and talks to the boy briefly in a gentle manner. (Pause). <u>Given the second set of reactions, what did the mother say to herself at point B?</u>

(Draw out the idea -- "Poor fellow we have been ignoring him. I guess he was just desperate for attention. I guess the girls now know I have a spirited boy. Nevertheless, I am going to have to show Jimmy I don't like what he did and the correct way to get my attention.")

In the first reaction Jimmy's mother's self talk was not sensible and it led to her punishing him. In the second reaction her self talk was

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sensible and it helped her find a way to teach the boy what she expected of him.

Now let's consider another situation:

SITUATION II: Mr. Jones spots his son Johnny, age 3, sticking hair pins into the electric outlets. He rushes over to him, pulls his hands away from the outlet and begins scolding the child and spanks his hands.

In this case B probably went like this. "That's dangerous! He could get seriously hurt. I must stop him now and try to insure that he doesn't do it again. I don't like to spank and yell but what choice do I have?" Given this self talk his actions are understandable and, importantly, they are sensible and rational. Here the emotional upset and punitive behavior makes sense. If Mr. Jones had said to himself; "What Johnny is doing is dangerous...But if I let him get a shock he will learn his lesson." The likely consequences of this self talk would be for Mr. Jones to do nothing.

Would his self talk be sensible? (Pause) No.

The way of looking at behavior which I am presenting is not pollyannish. I am not suggesting that every cloud has a silver lining. There are times when fear, anger, sadness and guilt are reasonable and sensible reactions. However, this is not true if these feelings occur frequently and/or last for a long period of time. Now, if what I have said so far makes sense, you can see that it is not only things and children that lead to our being upset but what we say to ourselves about children and things. This idea is important since it places the responsibility for emotions and feelings squarely with each individual. We can no longer say, "He made me mad." or "She made me so angry that I spanked her." (Pause)

Speak slowly and deliberately.

Clearly the A-B-C model shows us that we have a choice. Our reactions and feelings at C are not determined completely by what happens at A. What we say to ourselves at B, and how sensible it is will determine what happens at C.

Now let's consider some of the common objections raised about the A-B-C model. Some people will say if I tell myself something different than my natural reaction I will be a phony. That's a nasty word to call oneself. I can see why if a person said that sentence to themself, he wouldn't want to try using the A-B-C model. Who would want to do something which would make himself a phony? But let's see if that sentence is sensible. To begin, we all have beliefs and ideas which guide how we act. But does anyone believe we were born with them? No! We learned them. Sometimes we were aware of trying to learn them and other times we were not. We may have copied a favorite older cousin's way of saying things by practicing what he said and how he said it. We also learned our moral beliefs although we may not be able to recall how, nevertheless, both are part of you. Your practiced behavior and your unconsciously learned moral beliefs both are equally real and not phony.

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Now if you begin to think in a different way, say using the A-B-C model, it will feel strange just like learning a new language would be strange. Would you be a phony for learning a new language? No! Obviously, then, all that remains is that you feel uncomfortable. Well, it probably is worth feeling a little uncomfortable if it will help make you a more effective and sensible parent. (Pause).

Another first reaction to the A-B-C model which one sometimes hears is, "Well, with your point of view, you would excuse everything children do and place all the blame on the poor upset parent." This reaction is made up of two parts both of which are false. First, there is nothing in the A-B-C model which says anything about excusing ineffective and unacceptable behavior in children. Parents and families have standards and limits for children's behavior and both are reasonable and needed for the child's sake as well as the parent's. The A-B-C model may help the parent, upset at point C, to look and see what it was in points A and B which lead to the upset. For example, a father is upset that his child leaves his toys around the floor in the playroom and doesn't put them away when he is done playing. (Pause). Now it is reasonable to expect a five-year-old to pick up and put away his toys. If the father gets upset and spanks the child he probably said to himself, "I have told him a thousand times and he just wouldn't listen, he is begging for it. If I don't teach him to be neat now he probably will be a hippie-slob when he grows up."

If the parent in this case would examine the situation using the A-B-C model he would say to himself, What am I saying at B which is causing me to be upset? (Pause) What part of it is sensible and what part is nonsense?

Let's examine some of the sensible self talk this father might engage in.

SENSIBLE - SELF TALK

1. It is sensible that a child by age 5 can be expected to be responsible for his toys.

2. It is sensible and it is important that a child be responsible for his possessions.

3. It is sensible to expect a child to pick up his toys at the end of the day.

Now let's consider some of the nonsense-self talk in the above example:

PROBABLY NONSENSE AT POINT B:

1. It is probably nonsense for the father to expect a five year old to put his toys away when he is finished playing with them during the day. How does the child know he is finished playing with them?

2. It is probably nonsense to believe that the child was "begging for it." It is not likely that a child wants to be hurt.

3. It is probably nonsense to believe that picking up toys has anything to do with being a hippie.

4. It is probably nonsense to believe that the child should want to share the parent's concern with neatness. It would be nice if a five year old shared his father's concern for neatness, but is it reasonable to expect a five year old to be concerned with neatness?

Let's consider two other examples--

1. This time imagine a father, watching his seven year old son and his friend playing football on a large field near their house. This field is used by all the neighborhood boys as a football field. Suddenly a large group of older boys comes along and tells the younger ones to get lost because they have a big football game. The father watches as his son and friend walk off the field disappointedly without making an argument. The father has a strange mixture of emotions; he is furious, hurt, disappointed. When asked by his wife about why he is upset he relays the story saying, "Margaret, our son just lets himself get pushed around. He never stands up for himself. (Pause) I don't know what to do, he gets it from me. That's just the way I was when I was a boy and you know how the guys at work treat me."

Now what is A? -- (Pause)

Write parent's responses on board.

and what is C? -- (Pause)

Write parents' responses on board.

and what is B? -- (Pause)

Write parents' responses on board.

(Make sure the following points are made about the probable nonsense the father was telling himself) (a) Question whether this piece of evidence is typical of the child's behavior. (b) I feel worthless and now I will have a worthless son. (c) That a child ought to stand up for his rights at all times, and that it is terrible and awful to retreat. It makes more sense to stand up for your rights and get a beating than to retreat from an impossible situation.)

2. That's good! I think we are all getting good at handling the examples I have given you. At this point I would like to try to experiment with the ideas we have been discussing. How many of you can remember being alone in a dark room when you were young? (Pause) Good. This should be easy for you. I am going to turn off the lights in this room and I'd like all of you to close your eyes and try to recall being put to bed and lying awake in the dark.

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Shut off the lights softly -- speak softly.

I want you to try to remember those feelings, (pause) concentrate on remembering just how it was (Pause, wait 30-45 seconds.) Now let's see how many different feelings we had. Would you each describe the feelings you had and how you behaved when you were young.

Write on blackboard all the C parts of reactions leaving room for A and B.

Now, I would like you to tell me what the B was that you told yourself and that lead to your feelings. (Pause) What other thing might you have said to yourself which would have caused something different to happen at C?

Write responses down on blackboard.

To summarize, before we conclude, we all know that no situation or person causes us to get upset and angry. Whether we get upset or not depends on how we evaluate the situation, that is, what we may say to ourself. If we are concerned and annoyed it may be because our self talk is sensible. But it may be that our frequent anger and upset is caused by some nonsense we have told ourselves. This becomes our job for the future to be aware of what we tell our self about situations and whether what we say to ourselves is sensible or nonsense.

Okay! Now, I think we all have the idea of the A-B-C model. This week for homework we are going to give you some situations to analyze. After that we would like each of you to write on a card or piece of paper a description of some situations at home with your child which leads to your being upset. It would be best if you pick something which often upsets you. Describe how you get upset and what you do. Bring these descriptions with you next week, but please don't sign them or put your name on them. We will use these descriptions next session to practice the A-B-C model on each other's descriptions. We will keep the identity of everyone anonymous.

Hand out homework and paper for descriptions.

Are there any questions or reactions before we get our coffee?

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HOMEWORK

MANAGING YOUR FEELINGS

CHILD INTERACTIONS PART I

PRACTICE IN A-B-C ANALYSIS OF PROBLEM SITUATIONS

Situation

A

_____

_____

_____

Self-Talk
(Your choice)

? ?

B
Sensible

_____

_____

_____

C

_____

_____

_____

Reactions and
Feelings

B
Nonsense

_____

_____

_____

C

_____

_____

_____

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SITUATION I A

Billy is 4 years old and it is apparent to his mother, Mrs. Tracy, that he is not very fond of his 18 month old sister. It seems like every-time the two children are together the little girl is "accidentally" knocked off her feet by her brother. This morning Billy drank the juice which Mrs. Tracy had poured for his sister.

SELF-TALK

B. Sensible	B. Nonsense
1. I don't want my daughter to get hurt	2. Boys should always be nice to little sisters.
2. It is annoying to have to pour juice again.	2. Damn it, Billy, I am not going to spend the whole morning pouring the juice because of you.
3. Billy doesn't seem to like his sister.	3. He's just trying to see how much I'll put up with.
4. I'll bet he's jealous.	4. He's making me angry.
5. Maybe he has forgotten that I love him and he is important.	

C. REACTION AND FEELINGS C.

_____	_____
_____	_____
_____	_____
_____	_____

Please complete the C section. What might Mrs. Tracy's reaction to this situation be if she tells herself the thoughts in the B-nonsense section? What might her reaction be if she tells herself the thoughts in the B-sensible section? She does have a choice at B.

SITUATION 2 A

Mr. and Mrs. Victor and 3-year old Tony are on the way to visit Grandma. It is about a four hour ride in the car. After driving for one hour, Tony begins asking when they will get there and jumps around in the back of the car. Mrs. Victor recalls that Tony's restlessness and fussing in the car has led to her being angry before. This time, before her blood begins to boil, she thinks of the A-B-C model and says to herself, "I may be able to avoid a big argument if I come up with a solution to Tony's restlessness. In the past, I may have told myself some things about Tony which caused me to get angry and scream at him

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and blame him for being impatient. That didn't help anybody. Sensible thoughts might lead to a sensible solution."

What thoughts might Mrs. Victor tell herself? What would be a sensible solution?

SELF - TALK

B-Sensible	B - Nonsense
	None - Mrs. Victor
	chose to be sensible.

REACTIONS AND FEELINGS

C	C
	No anger and no spanking

SITUATION III A

Mrs. Grover has already asked her daughter to dress herself because it is nearly time to leave for school. Her daughter is 4-1/2 years old and has been able to dress herself for a few months now. Lately she has been very slow getting dressed and the last few days her dawdling has resulted in Mrs. Grover getting angry at her. Mrs. Grover's anger has not helped the situation. There are a number of thoughts which Mrs. Grover may have told herself about her daughter's lack of cooperation. Some may have been nonsense and some may have been sensible.

SELF-TALK

B-Sensible	B-Nonsense

Sensible self-talk leads to good problem solving. Nonsense leads to trouble.

C - good problem solving C - Trouble

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SITUATION 4

Supper at the Bean's house is always upset by the "eat your vegetables" war. Mr. Bean is convinced that if his son Randy doesn't eat every vegetable that is served, he will become the weakest boy on the block. Not only that, but there is a battle of the wills involved here and Mr. Bean thinks it is important that Randy learns to respect authority. All Mrs. Bean can say is, "I spend all afternoon making supper and he doesn't eat a thing." The Beans think their son is making them angry.

Please fill in the blanks to complete the analysis of this situation using the ABC model.

A

_____

_____

_____

Self-Talk
(Your choice)

B-Sensible

_____

_____

_____

B-Nonsense

_____

_____

_____

C

_____

_____

C

_____

_____

We have learned that if we tell ourselves nonsense at B, the reaction at C is likely to be strong negative emotions and poor problem solving. In the future when I find myself getting angry and upset at my child, I will check to see if my self talk is_____ or _____.

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TRAINER'S HOMEWORK GUIDE - SAMPLE ANSWERS

MANAGING YOUR FEELINGS

PARENT-CHILD RELATIONSHIPS PART I

SITUATION 1

C.

1. Be sure to let Billy know she loves him.

2. Pour another glass of juice for little sister

3. Help Billy to talk about his negative feelings for his sister, rather than act them out.

C.

1. Scold Billy, possibly spank him.

2. Accuse him of not liking his sister.

SITUATION 2

B.

1. It is difficult for Tony to be "cooped up" for so long.

2. It really isn't much fun for him to be in the car so long.

C.

1. Stop car and let Tony "stretch his legs."

2. Help provide Tony with an activity which is not disruptive.

SITUATION 3

B. Sensible

1. I wonder if she is getting enough sleep at night

B. Nonsense

1. She's just doing that to make me mad.

2. What's wrong with her. She knows she'll be late for school.

3. She can't dress herself so I will have to dress her.

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SITUATION 4

A

Randy does not eat his vegetables

B. Sensible	B. Nonsense
1. I guess he doesn't like vegetables.	1. He'll be puny when he grows up if he doesn't eat his vegetables.
2. It's important for him to eat right.	2. He should respect his parents
3. Nobody eats everything.	3. I work so hard, he should show me he appreciates my effort by eating everything.

C.

Serve vegetables he will eat and not make a fuss over others.	Spank, scold, blame, reprimand, accuse, cry, feel upset, squabble
Have health check-up and see if doctor recommends vitamins.	
Make dinner an enjoyable experience; not a war	

Sensible or Nonsense.

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MANAGING YOUR FEELINGS

PARENT-CHILD INTERACTIONS PART II

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OBJECTIVES:

1. Review rational-emotive theory of behavior.

2. Assist parents in applying rational-emotive theory in parent-child interactions.

MATERIALS:

Meeting room and chairs for approximately 20 people
Large Blackboard
Chalk
Shoe box - labeled - "Place Cards with Problem Situations Here"
Handout - Self Defeat Ideas
Blank form for analyzing situations

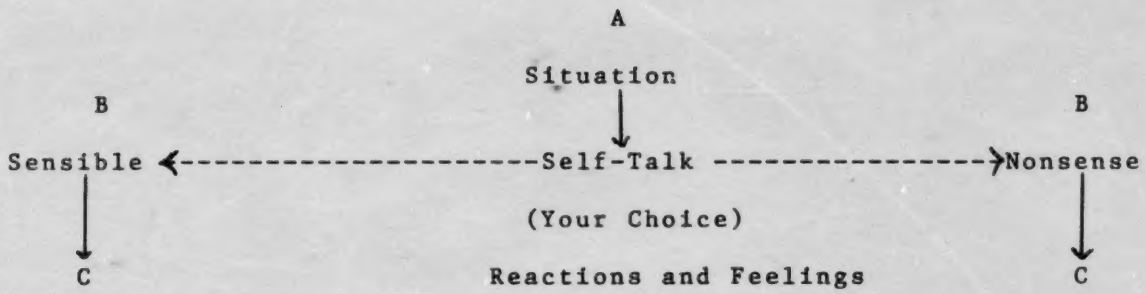
CONTENT AND TIME FLOW:

3 minutes	I.	Introduction - Review
9 minutes	II.	Questions and Reactions
20 minutes	III.	Small groups to discuss homework problems
30+ minutes	IV.	Class discussion of personal situations

I. Introduction - Review

As parents arrive they place anonymous problem situations, which have been written on cards, in shoebox at door.

Good evening. I'm sure you recall that last week we discussed the ABC Model of emotional behavior. Since we will be referring to it several times this evening, I'll draw the diagram on the board again.



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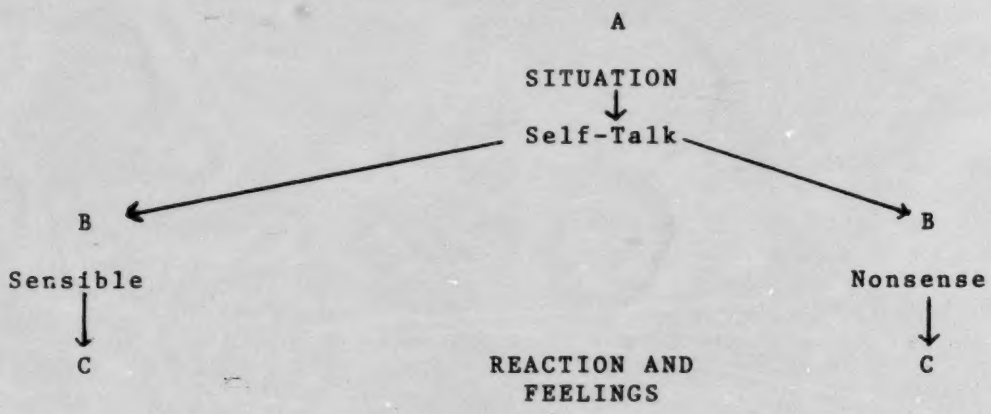
Remember the point that was made last week about behavior. (Point to C). Our reactions are caused mainly by what we tell ourselves about the situation, (Point to B) and not totally by what happens at point A. This means that our reactions partly depend on our self-talks or how we evaluate the situation. When our self-talks are sensible they lead to effective problem-solving. When our reactions to the same situation are repeatedly strong negative emotions, like anger, the chances are that our self-talk has been "nonsense". (Pause). Are there any questions about the ABC Model or the material which was covered last week? (Pause).

Wait until some interaction begins - if necessary wait a minute or so. Entertain questions.

Okay, the first thing we are going to do this evening is go over the homework problems which were passed out last week. Let's break up into groups of 4 people each. Be sure you don't get in the same group as your husband or wife. I'd like each group to go over the answers to each of the 4 problem situations. In about 10 minutes I will ask the groups to report on the answers they have come up with.

II. SMALL GROUPS TO DISCUSS HOMEWORK PROBLEMS

(Instructor goes from group to group, making sure each is on task and providing assistance with the analyses. He also looks at anonymous problem situations which were turned in by parents at beginning of session.)
(After 10-15 minutes instructor calls on one group for answers to homework problem number 1, a second for the answers to the next, etc. For the fourth situation write out the entire analysis on board in following form:)



III. CLASS DISCUSSION OF PERSONAL SITUATIONS

That's very good. You've come up with some ideas which show you are thinking about the model. (Pause). Now that everyone has had some practice with this technique, let's return to our seats and have a look at some of these real-life problem situations which you brought in this evening.

(Instructor returns to board, leaves frome of diagram intact,

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but erases content of last problem situation. Instructor reads first problem situation and asks),

What is A in this problem?

Leader should wait until parents volunteer answers. It may be a struggle for them so a patient and relaxed manner on the leader's part would be very helpful. Leader directs class through analysis filling in each of the spaces in the diagram as parents supply answers. Procedure is repeated with a second problem situation and a third and as many as time allows. **Important point is that situations can be evaluated in a number of ways and some of these evaluative thoughts make more sense than others. If we examine the sensibleness of our evaluative thoughts we may prevent negative emotions and promote effective problem solving.

Note: The tone of this discussion. The leader by communicating acceptance in his words and tone of voice can prevent this exercise from deteriorating into judgments of right or wrong, good or bad. Rather, there are many different possible self-talks - some help improve matters because they are based in reality, others don't help or make things unnecessarily worse.

(Parent involvement in working out answers to the problems in this class discussion is vital to the success of the unit. Leader must not supply his own answers. There may be a long pause before first volunteer offers an answer, but wait it out. Verbally reinforce parents' responses, particularly at the beginning of the discussion.)

(Following discussion of final problem situation, group leader says), For homework during the next week, I would like everyone to continue examining their interactions with their children and pay particular attention to the self-talk in those situations which involved anger or upset. This can best be done by sitting down after such a situation and writing as best you can remember the self-talk by which you evaluated what happened. I will give each of you a blank form to help you in your self-analysis. I am also passing out a handout which describes some common ideas which lead to nonsense self-talks. Because they often lead to strong feelings and poor problem solving these ideas are called self-defeating ideas. We will discuss some of these at our next meeting. Are there any questions? (Pause). Okay, let's break for coffee.

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HOMEWORK

MANAGING YOUR FEELINGS PART II

R. R. ABIDIN

PRACTICE SHEET FOR ABC ANALYSIS OF PROBLEM SITUATIONS

SITUATION

_____

_____

_____

SELF-TALK

What you could say to yourself

_____

_____

_____

What you say to yourself now

_____

_____

_____

What your behavior and feelings could be

_____

_____

_____

Your present behavior and feelings.

_____

_____

_____

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HOMEWORK AID

MANAGING YOUR FEELINGS

PARENT-CHILD INTERACTIONS - PART II

EIGHT COMMON SELF-DEFEATING IDEAS WHICH FREQUENTLY LEAD TO NONSENSE SELF-TALK

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The following is a list of self-defeating ideas. You have learned that your feelings and reactions are determined partly by your self-talk. Self-talk is what you tell yourself about what has happened. You have also learned that one important aspect of your self-talk is how sensible it is. Psychologists and counselors have found that self-talk which leads to anger and emotional upset is frequently based on one or more of the self-defeating ideas which are described in this homework aid. Accepting these self-defeating ideas is likely to lead to nonsense self-talk and negative emotions. Attacking these self-defeating ideas and replacing them with more sensible ideas will lead to more sensible self-talk and better problem solving.

Please read this homework aid carefully and then place it somewhere in your home (perhaps on your refrigerator door) where you will be able to look at it when you find yourself experienceing a negative emotion. It may be that when you examine your self-talk honestly that you will find one of these self-defeating ideas behind your self-talk. If that is the case, your self-talk is probably nonsense and your anger or upset is not necessary.

SELF-DEFEATING IDEA #1

Anger, anxiety and most negative emotions are unavoidable.

SENSIBLE ALTERNATIVE

You are not born with negative emotions attached to specific situations. You have learned to attach these emotions to situations. Since nearly everything can be done better when you are not angry or upset, it is best to learn how to stop yourself as much as possible from having these negative emotions.

SELF-DEFEATING IDEA #2

In order to feel you are a worthwhile person and approve of yourself, you must receive constant love and approval from everyone you are emotionally close to and even people you hardly know at all (strangers and casual acquaintances).

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SENSIBLE ALTERNATIVE

Being constantly loved and approved by everyone is not possible and it is not necessary. Other people have their own reasons for loving or approving you. Some of these reasons are sensible and some are not. Also, you are not always loveable. Perhaps you would prefer to be constantly loved and approved of by everyone, but this is a wish and not a necessity. You can live happily without it.

SELF-DEFEATING IDEA #3

Events and other people can cause you to feel "good" or "bad" without actually coming into contact with you.

SENSIBLE ALTERNATIVE

You are responsible for your feelings and reactions. Your feelings and reactions depend on what you tell yourself about the things you see and hear. Sometimes you may not like the world the way it is. However, it is not necessary to hurt yourself or allow your emotions and feelings to get out of control.

SELF-DEFEATING IDEA #4

In order to be a worthwhile person, you must be excellent in every possible way.

SENSIBLE ALTERNATIVE

It is nonsense to accept or reject yourself as a person on the basis of how well you perform in everything you do. It is much more sensible to accept yourself for what you are - a human being who like every other human being is not perfect. If there is some task you want to become better in, it is best to rate you performances in that task and try to improve them. It is self-defeating to rate yourself as a person. This self-defeating idea may be leading you to trouble if you: cannot accept losing; you tend to show off; become depressed when you do little things wrong, like burning a cake or being unable to hammer a nail straight.

SELF-DEFEATING IDEA #5

If you must do something, but you do not like to do it or you do not like the person or organization who says you must do it, it is best to avoid doing what you have to do or to do it in a sloppy careless way.

SENSIBLE ALTERNATIVE

When you give less than your best effort to something which you must do, you are heading for trouble. The world does not always arrange itself to suit your wishes. Accept this fact and it will be easy to see that you may sometimes have to do things which you do not like. Doing them poorly is likely to result in you paying the consequences not someone else.

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SELF-DEFEATING IDEA #6

There is only one way to do things - your way.

SENSIBLE ALTERNATIVE

There are often as many ways to do things as there are people to do them. Everyone has his own reasons for doing things a certain way and it is nonsense to insist that there is only one "correct" way and then upset yourself when other people do not use the "correct" way. Even if your way is "correct", people have the right to make mistakes and be less than perfect.

If you find yourself: being impatient with others; frequently angry over other peoples' mistakes; with a very small group of friends at work and perhaps your husband or wife being your only friend in the neighborhood, this self-defeating idea may be behind you self-talk.

SELF-DEFEATING IDEA #7

When two people love each other and one of them misbehaves or leaves, the other one must become overwhelmed by depression and grief. If he does not get very depressed it proves that he never really loved the person.

SENSIBLE ALTERNATIVE

Feeling depressed and upset does not prove that you love someone. Depression and other negative emotions only make you less attractive to the person you love and prevents you from receiving the love of those still around you. It is not necessary to upset and hurt yourself because someone did not behave as you wanted him to.

SELF-DEFEATING IDEA #8

Some people and events should not be the way they are.

SENSIBLE ALTERNATIVE

Actually, there are reasons or causes behind everything that happens. There are things that cause situations and behaviors. It is reasonable not to like some things which happen, but it is not reasonable to think that the <u>should</u> not happen. If the causes are there then the situations and behaviors will be there. When a stone is thrown through a window, the window will break. It is not reasonable to say it should not. When you think that people or things <u>should</u> be different or <u>ought</u> to be different, you are not accepting the fact that there are things that cause what happens. Some of these things can be changed and some cannot. Upsetting yourself is not the best way to change something which you do not like.

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MANAGING YOUR FEELINGS

PARENT-PARENT INTERACTIONS PART III

R. R. ABIDIN

University of Virginia

OBJECTIVES:

1. Review rational-emotive theory of behavior
2. Demonstrate how to apply rational-emotive theory to parent-parent conflicts and personal problems.
3. Discuss some possible objections to the rational-emotive approach.
4. Provide practice in analyzing problem situations.

MATERIALS:

Meeting room and chairs for approximately 20 people
Large blackboard
Chalk
5 X 8 cards, 1 for each parent

CONTENT:

20 minutes	I.	Group lecture and discussion
20 minutes	II.	Small group discussion of problem situations.

BASIC READING:

Ellis, A. and Harper, R. M. A guide to rational living. Englewood Cliffs, N. J. Prentice Hall, 1971.

Ellis, A., Wolfe, J. L. and Moseley, S. How to prevent your child from becoming a neurotic adult. New York: Crown Publishers, 1966.

SUPPLEMENTAL READING:

Ellis, A. Reason and Emotions in Psychotherapy, New York: Lyle Stuart, 1962.

Ellis, A. and Harper, R. M. A guide to successful marriage. New York: Lyle Stuart, 1970.

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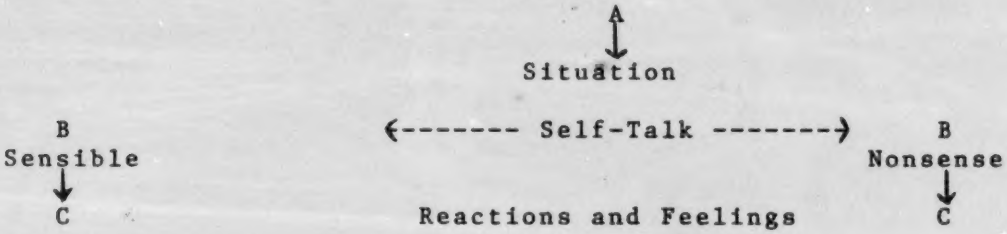
Good evening. For the last couple of weeks we have been discussing the ABC Model of emotional behavior. You recall that the point was made that; emotions, like anger, fear and depression, are not caused by just the situation itself but are caused by the situation plus what we tell ourselves about the situation. I will draw the diagram which we used before.

Leader draws following diagram on board. As he is writing he says:

A is the situation or event, B is the self-talk which may be either sensible or nonsense and C is the reaction and feelings.



What happens at C depends on A and B.

So far we have been discussing situations and problems involving parents and children. We have found that when the parent's self-talk in a situation is sensible, the reactions and feelings which follow are also sensible. Good problem solving resulted from sensible self-talk. Of course parent-child problems are not the only ones which can benefit from sensible self-talk. Consider the following situation.

Leader fills in blanks in diagram as script is read. See Example.

Mr. and Mrs. Smith have just returned home from a party. It used to be that everytime the Smiths went to a party they would argue all the way home and for the most of the next day. But tonight there is no argument. Mrs. Smith thinks she knows what has made the difference. She has learned how to manage her feelings. When they go to parties Mr. Smith drinks more than Mrs. Smith would like him to. In the past his wife would get quite upset about this. She recalls having self-talks that went something like this,

> "He should'nt drink so much, he is making a fool of himself and embarrassing me. (Pause) How awful, what kind of a wife will my friends think I am if my husband gets drunk all the time and does not respect me. Nobody will like us."

But tonight Mrs. Smith is not angry and she is not upset. When she examines her self-talk this evening it goes something like this:

> "I wish John wouldn't drink as much as he does at parties. But he is responsible for his behavior. I guess he drinks to help himself unwind and he is not obnoxious when he drinks. Our friends certainly seem to like him or they wouldn't invite us to all of their parties." (Pause)

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The A and B sections of this situation have been described and have been written on the board.

In the past when Mrs. Smith's self-talk was about being embarrassed and her husband being a fool, how do you think she behaved and felt?

Pause for response.

Given Mrs. Smith's new, sensible self-talk we see that she wasn't upset or ashamed of her husband for drinking more than she thought he should. This time we have no fighting and no anger.

Leader writes no anger, no fighting under sensible C.

You can see how Mrs. Smith managed her feelings. She examined her self-talk, made sure it was sensible, and then she could behave in a more reasonable way.

During the past two weeks we have shown how the ABC analysis can be used in improving parent-child relationships. With this session and again next week we will practice using the ABC analysis in a variety of situations, not only those involving children. But before we look at some of these other situations, let's examine some of the objections to the ABC analysis which generally arise after a few weeks of practice with it.

The example which was described this evening of the Smith's at the party might have raised at least one objection. Some of you may be thinking that the ABC analysis forces you to accept a lot of things that you would rather not accept. It forces you to surrender. For example, when Mrs. Smith's self-talk was sensible rather than nonsense, she probably decided that it would be best if she did not nag her husband about his drinking at parties.

In other words, she accepted the fact that he would drink when they were at parties, and he might drink more than she wanted him to. So she did accept something which she didn't like. She lost the "drinking at parties" battle because this time she refused to make it a battle. But one of the very important lessons for an adult to learn is knowing when to fight. That is, learning to recognize which issues or situations will be improved by fighting them and which ones will not. The ABC analysis helps you to decide which issues or situations deserve battles and which do not. Let's look once again at Mrs. Smith's self-talks. The nonsense self-talk was based on the idea that Mr. Smith was making a fool of himself, that Mrs. Smith's friends would consider her a failure as a wife and that her friends would not like her anymore. When she examined these three self-talks, it seemed that Mr. Smith was not such a fool or at least the rest of the people at the party did not think so. She also realized that the idea that his drinking indicated that she was a failure as a wife was not sensible since they continue to be invited to their friend's houses. You may recognize that the final self-talk, the idea that her friends would not like her anymore, is one which was discussed in the handout from last week.

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Certainly Mrs. Smith needs friends and it is important to her that she be liked. But how much is she willing to pay for this? Is she willing to battle her husband every week over the number of drinks he is allowed? It seems that in the past, Mrs. Smith held the self-defeating idea that it was necessary to be constantly loved and approved by everyone. It is likely that it was this self-defeating idea which led her into battle with her husband after every party. She was afraid that someone would disapprove of her and she would do whatever she felt she had to to avoid such disapproval. The ABC analysis allowed her to see that the real issue, the issue which should be attacked, was her unlimited need for constant love and approval. In the past she had been upsetting herself, not examining her self-talk and attacking her husband for drinking too much. The battle went on every week because the real issue, the self-defeating idea that constant love and approval is necessary, coul not be settled. It was not being dealt with. It is a fact that when conflict or bad feelings exist between the parents and these occur again and again over the same issues, we know that these arguments are based on some nonsense or self-defeating idea held by one or both parents. These problem situations cannot be solved until both parents examine the sensibleness of their self-talks. So the ABC analysis does not encourage surrender. It encourages us to be more selective in our fighting. By examining our self-talk we can see what the real issues are and we can deal with them in more constructive ways.

Pause for parental reaction.

We believe that when parents apply the ABC analysis to those interactions between themselves which frequently lead to anger or hurt feelings they can strengthen their relationship. It is a well-known fact that the better parents interact, the more competently and reasonably they raise their children and the happier their children will be. Also, one of the most poserful ways children learn to behave is by watching the behavior of the people around them, especially people they love. If you want your child to develop the ability to analyze his self-talk, you could share with him, at least once in a while, your self-talk. You could show him what the sensible self-talk would be and what the nonsense might be. In this way he learns that he has a choice and you are teaching him to be sensible and how to control his feelings.

Pause for parental reactions.

We have shown how the ABC analysis can be applied to improve parent-child relations and parent-parent relations. It is also useful in helping us get along with ourselves and solving strictly personal problems. The following example illustrates how the ABC model can be applied to a personal problem and also illustrates one of the self-defeating ideas mentioned in last week's handout. The example comes from a recent television show.

A hospital was developing a new program for people who had cancer. There is a great deal of fear and dread associated with cancer. It is truly a frightening disease. It is also true, however, that people can live many years after having contracted certain forms of cancer. The aim of the new program which the hospital in the television series was developing was to help control the spread of cancer in the patient

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and to help the patient handle his fears concerning having cancer and dying. The approach seemed to be successful in general but one patient was just not buying this approach. The doctors could not convince her that the remainder of her life was worth facing. She was deeply depressed and refused treatment. Of course it doesn't make sense to refuse treatment when one is sick and the emotions which this woman was experiencing were decidedly negative. Let's analyze this situation using the ABC model.

Use diagram on board.

The A of course is the woman has cancer.

Write on board.

The C on the nonsense side is that she is deeply depressed and is refusing treatment.

Write on board under C nonsense.

What could the self-talks be which led to the nonsense C?

Write down parent's answer, leader should bring out the idea that the woman is not accepting reality, she is saying "it shouldn't happen to me, if I am disfigured no one will love me."

What self-talks would have been more sensible in this situation?

Leader writes parent's responses on board.

Good. And at C here we would probably have no depression and the woman would accept treatment.

In this example, the woman's insistence that reality should not be the way it is led to depression and very poor problem solving. Self-talk which contains the idea that some event or person should or ought to be different is always nonsense. We may wish at times that reality was different but to say that it should be different suggests that there are not reasons for it being the way it is. The idea that reality should be different is not only illogical, it is self-defeating. Reality is the way it is and saying it should be different does not lead to mature acceptance of reality nor to good problem solving. It generally leads to negative emotions like depression, self-pity and anger.

It may sound like I am saying that as a result of attending these sessions, no one here should ever experience another negative emotion. I do not mean that at all. What I do mean is that by examining the self-talk in a situation you can make a judgement as to whether or not your reactions and feelings are reasonable. At first you will probably react and feel much the same way as you did before attending these sessions. The only differences may be that after experiencing an emotionally charged situation, that is after A, B, and C have already occurred, you might sit down and have a close look at what happened. You might find that

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at least part of the self-talk at B was not totally sensible and that your reactions and feelings at C were not as reasonable as you would like them to be. But since as we mentioned before, the kinds of situations which husbands and wives get upset about usually are repeated again and again, you will have another chance to challenge and get rid of the nonsense portion of your self-talk. The task is a difficult one and it may only be accomplished through practice.

Are there any questions about any of the topics we have covered so far this evening or about the handout from last week?

Entertain questions.

Okay now we are going to break into groups of 4. This time I would like husbands and wives to be in the same groups. Each group is going to receive two problem situations involving adults. The situation which is described can serve as the A in the ABC analysis. I would like each group to complete the analysis including the possible sensible and nonsense self-talk and reactions and feelings. We will then present some of these analyses for the class to discuss.

Parents break into groups. Leader hands out two problems to each group, assists groups. Leader allows groups to discuss situations for 5-8 minutes, then directs attention of class to the front of the room and calls on one group to supply analysis of first situation. Each of the situations provides an example of at least one of the common self-defeating ideas from last week's handout. Leader stresses the self-defeating idea behind the nonsense self-talk. Repeat procedure for all six of the problem situations.

PROBLEM SITUATIONS FOR SMALL GROUP DISCUSSION

1. Mr. Brill was an accountant and a very successful one. However, he was not a very successful mechanic. On weekends he frequently got himself involved in working on the family car. Most of the time he created more problems with it than he solved. What self-talks could Mr. Brill choose and what would be his reactions and feelings?

2. Mrs. Buck was a housewife and not a happy one. Her life seemed meaningless and the routine she had gotten into really seemed like a rut. What self talks could Mrs. Buck choose and what would be her reactions and feelings?

3. Mr. Rush got off work at 4:00 p.m. and after a very hectic day he was anxious to get home and relax. He waited for the bus and when it came he realized that he only had a $10 bill. The bus driver said, "Sorry, Mac. No way I can change $10. You'll have to get change somewhere and catch the next bus." "Don't give me that," said Mr. Rush. "Look, just let me ride home tonight and I will give you the fare tomorrow." The bus driver said, "Hey Sport, I can't let anybody on the bus without paying the fare. Got a schedule to keep. So long." What self-talks could Mr. Rush choose and what would be his reactions and feelings?

4. Ralphie enjoyed his job very much. He was doing something he had wanted to do for a long time. The only part of the job he didn't like was his boss. Ralphie knew that if he performed well on this job, he could get a promotion and make more money. But he really disliked his boss. Sometimes Ralphie worked hard to get his promotion, but sometimes he did the least he could. What self-talks could be influencing the amount of work that Ralphie does and what are his feelings and reactions likely to be?

5. They had had such a beautiful relationship. At least that is what Nancy thought until Ned suddenly left her. What self-talks could Nancy choose and what would be her reactions and feelings?

6. In the past, Gladys used to get upset because George would come home from work obviously troubled about something and refuse to discuss it with her. She used to get upset and then feel very depressed. She is beginning to be succussful at refusing to upset herself. She is trying to change her self-talk. What were her self-talks and reactions in the past and what are they now?

For homework for the coming week I would like each of you to write on the cards I am passing out, a situation which involves either yourself or yourself and your spouse and frequently involves negative emotions. Be sure not to write your name on the card. Our next session will be our final one for the ABC analysis and we will discuss the situations which you bring in.

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INSTRUCTOR'S DIAGRAM

A
SITUATION
MR. SMITH DRINKS AT PARTY

SELF-TALK

B. SENSIBLE	B. NONSENSE
1. I would like him to drink less.	1. He shouldn't drink so much!
2. He works hard.	2. He is making a fool of himself.
3. Drinking helps him unwind.	3. He is embarrassing me!
4. No one else seems to mind his behavior.	4. How awful!
5. He's not obnoxious.	5. People will think I'm a failure.
6. He doesn't hurt anyone.	6. People will not like me.
7. He is responsible for his own behavior.	
C.	C.
1. Not angry	1. Made herself angry
2. Not upset	2. Fought with husband
3. Asks husband if he wants coffee	3. Didn't talk to husband
4. No fighting	

A

WOMAN HAS CANCER

B. SENSIBLE	B. NONSENSE
1. I hate having cancer.	1. It shouldn't happen to me
2. What lousy luck.	2. How awful, I will die.
3. There's not a thing I can do to prevent it.	3. No one will love me if I am disfigured.
4. I can slow down its progress and enjoy life while I have it.	4. Just let me die - now.

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C

1. No depression

2. Accept treatment

C

1. Depression

2. Refuse treatment

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MANAGING YOUR FEELINGS - PART III

PROBLEM SITUATIONS FOR SMALL GROUP DISCUSSION - LEADER'S GUIDE

(1)

B SENSIBLE SELF-TALKS

No one is good at everything.

Car repair is just not my "thing".

I'm not going to upset myself because I am not a good mechanic.

C REACTIONS AND FEELINGS

No upset.

Seeks help with difficult work.

(1)

B NONSENSE SELF-TALKS

This is embarrassing.

Men should be able to fix cars.

I'm not good at anything.

C REACTIONS AND FEELINGS

Angry at himself.

Depressed.

Continues to frustrate himself.

(2)

B SENSIBLE SELF-TALKS

I'm bored.

I'm not presenting myself with enough variety or challenges.

I better do something about it.

C REACTIONS AND FEELINGS

No upset.

Takes steps to provide herself with variety and challenges.

(2)

B NONSENSE SELF-TALKS

Life is meaningless and I'm worthless.

Things should be different.

This is a terrible situation.

C REACTIONS AND FEELINGS

Feels just awful.

Pities herself often.

Sits around feeling depressed and does less each day.

(3)

B SENSIBLE SELF-TALKS

If he would have let me on the bus I'd be on my way home now.

I suppose he has no reason to break the rules, but I wish he would have.

(3)

B NONSENSE SELF-TALKS

That jerk.

He burns me up.

He should not have done that.

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C REACTIONS AND FEELINGS

Not angry.

(4)

B SENSIBLE SELF-TALKS

I can't stand that guy but I'm not going to jeopardize my chances of getting a promotion because of him.

C REACTIONS AND FEELINGS

Works hard to get promotion.

(5)

B SENSIBLE SELF-TALKS

I really miss Ned.

I feel rejected.

I wish he hadn't left.

C REACTIONS AND FEELINGS

Feels sad for a time, then works on new relationships.

(6)

B SENSIBLE SELF-TALKS

I wish he could share his feelings with me. It might make him feel better.

The more upset I get the less likely he is going to share his feelings with me.

C REACTIONS AND FEELINGS

Not upset.

C REACTIONS AND FEELINGS

Angry and upset.

(4)

B NONSENSE SELF-TALKS

I'll show him.

I'm not going to work hard for a guy like that.

C REACTIONS AND FEELINGS

Does not work hard in attempt to get back at boss and probably does not get promotion.

(5)

B NONSENSE SELF-TALKS

I just can't go on.

He left me, I must be worthless.

I'll be miserable, that will show how much I loved him.

C REACTIONS AND FEELINGS

Depressed, forlorn, becomes inactive.

(6)

B NONSENSE SELF-TALKS

He should share his feelings with me.

He thinks I'm stupid and couldn't help.

I'm a lousy wife.

C REACTIONS AND FEELINGS

Upset, depressed.

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MANAGING YOUR FEELINGS

PARENT-PARENT PART IV

R. R. ABIDIN

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OBJECTIVES:

1. Provide directed practice for parents in analyzing situations in their lives which lead to negative emotions.

MATERIALS:

Meeting room with chairs for approximately 20 people
Large blackboard
Chalk
Shoe box placed at entrance to room and labeled, "Place Problem Situations Here"
Extra 5 X 8 cards

CONTENT AND TIME FLOW:

10 minutes	I.	Introduction and leader's example problem.
50 minutes	II.	Group discussion of problem situations supplied by parents.

As parents arrive they place 5 X 8 cards with problem situations in shoe box at door.

Good evening. I hope everyone has remembered to bring in a problem situation. I have quite a few extra cards and some pencils here. We have a few minutes before we begin, so anyone who has forgotten to bring in his problem situation or would like to offer another one, please feel free to do so. (Pause two or three minutes, allow parents to fill out card.)

During the last three weeks we have been talking about how to manage your feelings by using the ABC model. We have shown how this method can be used in different situations. Tonight we are going to talk about the problem situations which you have brought in. Before we start, I want to be sure you know that these situations will be talked about without using your names. Sometimes people feel a little uncomfortable about writing down a real life situation about themselves, or themselves and their spouse but remember that no names will be used.

This is the final session on managing your feelings. It is important that you have the experience of listening to others use the ABC model on your own situations because in the weeks to come, the class will be talking about different things. The usefulness of this new

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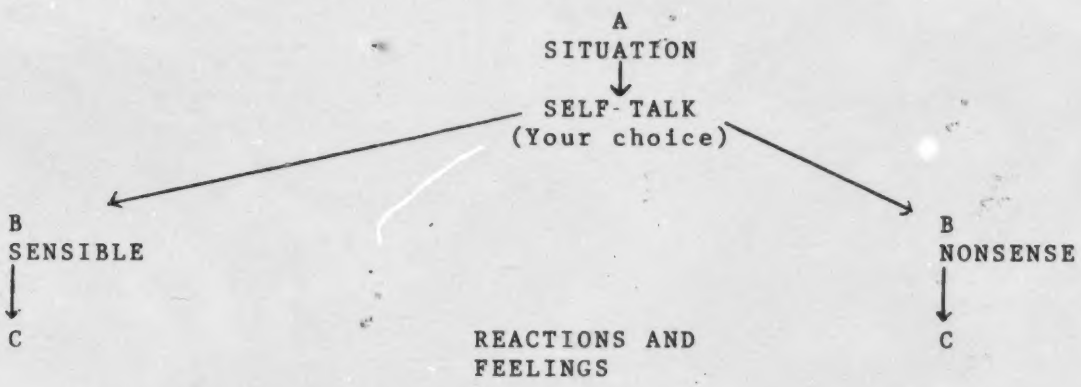
technique of managing your feelings which you have learned will depend on how well you can figure out problem situations by yourself or with the aid of your husband or wife. The session this evening should be quite helpful in providing an example for you to follow when you are on your own.

I will draw the outline on the board again. (Leader draws following diagram on the board.)



To start us off this evening I would like to describe a situation which involved negative emotions.

Leader preferably gives personal example, supplying situation and nonsense reactions and feelings. A personal example will better provide an atmosphere of trust and confidence. If leader cannot supply personal example, he uses the following one.

Example for Leader:

I have a friend who told me about a situation between himself and his wife which led them to frequent arguments which were very upsetting. The husband was a career Army man and firmly believed in the importance of discipline and order. His oldest son was about 13 years old and had fallen into the habit of not straightening up his room. About every other week the mess became more than my friend could stand so he would scream at his son and personally supervise the cleaning of the room. When the cleaning was completed he would begin to argue with his wife for not seeing to it that their son always kept his room clean and suggested that she was helping their son become a sloppy, undisciplined person. His wife wasn't about to let anyone get away with suggesting that she was not a good mother, so she would argue back and around and around they would go.

If leader has supplied his own example, he then discusses it pointing out the self-talks and consequences involved, both sensible and nonsense. If the leader uses the above example, the following discussion is used.

Let's use the ABC model to see what is going on here in this situation. A is, of course, the son's messy room.

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Write messy room under A on board.

The reactions and feelings which have been described for the husband are definitely on the negative side. He is upset, he is angry, he is arguing with his wife and his son probably thinks he is a drill sergeant.

Write on board under C-nonsense, upset, angry, argues, drill sergeant.

Now, how did he get from A to C? His self-talk at B probably included the following nonsense.

(Write the following self-talk on board under B-nonsense. "A 13 year old boy should be able to keep his room clean. He shouldn't let it get to be such a mess. If he is sloppy with his room now he will always be sloppy. I don't know why my wife doesn't see to it that he keeps his room in order. She knows it's important to me and she doesn't care. Maybe she really doesn't care about me or love me." End of self-talk.)

It is easy to see how this man got from A to C. Let's look at why I decided that his self-talk was nonsense. First of all, his son certainly did know how to clean his room. He simply chose not to. The second sentence is an example of one of the self-defeating ideas which was described in the handout you received. My friend did not like his son to have a messy room. What he told himself, though, was that the room should not be a mess. Since no one cleaned the room there was nothing else it could be but messy. Remember that the words should and ought in a self-talk are signals that the self-talk is probably not sensible. The third sentence in this self-talk does not really make sense, either. Being a bit sloppy in one area does not mean that the boy will always be a sloppy person. Further, my friend blamed his wife for not making sure that the boy's room was always clean. It is likely that she was not upset about the way the room looked and she saw no reason to make a big deal about how clean it was. She simply did not share her husband's concern about the orderliness of the room. Finally we see that the self-defeating idea #2 was present, because his wife didn't see things his way and do what he wanted, he used this to suggest to himself that she did not care about him.

Of course (sarcastically) we know that if people don't care about what we care about that is proof they don't love us. What silly nonsense!! If he had stopped for a minute or two and looked at what he was telling himself about this situation, my friend probably would have realized that he was telling himself nonsense and getting angry unnecessarily.

He did have a choice in what he told himself about this situation. His more sensible self-talk might have gone something like this.

Write following self-talk on board under B-sensible.

"I'm sure my son could keep his room clean if he wanted to. I

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guess he doesn't share my concern for everything being neat and orderly. It is his room. I guess it would be best to leave the responsibility for cleaning it up to him. If I scream at him everytime his room is messy, he will probably dislike cleaning it even more than he does now. As long as we don't have any problems with odors, I can just close the door." (End of self-talk.)

If my friend had chosen this more sensible self-talk, it is likely that he would not have been upset, would not have argued with his wife and probably be seen by his son as a father and not a drill sergeant. Letting his son know that the care of his own room was his own business will help the boy see that he is a responsible person and can make some of his own decisions.

Okay, now we are going to have a look at some of the problem situations you have brought in this evening. With each one we will describe the situation and the reactions and feelings. Then we will look at the self-talk which might have occurred and examine the sensibleness of these self-talks. The more skilled you become at deciding which self-talks are sensible, the better you will be at getting rid of the ones which are nonsense and also getting rid of unnecessary negative emotions. Please remember that we don't have all the facts in each of your personal situations so your self-talk and behavior in these situations may be sensible or the only choice you have or think you have. Our talking about these problem situations will help you examine different possible self-talks and may give you some ideas about the different choices you have. The identity of the individuals involved will remain secret.

Here's the first situation!

Leader reads first problem situation and conducts discussion in the same way as the example which was given except now parents supply the answers. Parent participation will be maximized if the leader is accepting and reinforcing of all parental efforts. If a parent gives what would appear to be an obviously irrational self-talk respond with something like "I am not sure how that will help the person control their feelings."

Upon completion of the final problem situation, the leader says,

I feel good about this session; we all seem to be getting the idea. I can see that you are becoming quite skilled in examining the sensibleness of the self-talk which occurs in problem situations. The important thing now is to continue practicing this method of managing your feelings outside class. When you find that a negative emotion has been following a certain situation or you feel that your behavior has been less reasonable than you would like it to be, have a close look at those self-talks and try to root out the nonsense. Remember that if your self-talk is sensible you will more often find yourself calm and relaxed and happy with the world.

Are there any questions?

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Pause for at least 30 seconds and entertain questions.

This is the final session on managing your feelings. In the next session we are going to move onto a new topic. We are going to be talking about how to build a personal relationship with a child, how to talk to children so that they talk to you, and different ways of managing children's behavior.

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DEVELOPING YOUR CHILD'S INTELLIGENCE:

THE YEARS BEFORE SCHOOL

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University of Virginia

OBJECTIVES: (Designed for parents of children below 6 years of age).

1. To present the ideas that a child's intelligence is not fixed at birth and that in part how smart or dull a child will be depends on his early sensory and social experiences.

2. How to provide sensory experiences (exercises) to help your child develop his intelligence.

3. How to provide language experiences and physical experiences to help develop your child's intelligence.

MATERIALS:

1. Homework Aid - Summary of things to do with your child at each age arranged in sequences of learning.

SUPPLEMENTAL READING:

1. Bell, T. H. Your Child's Intellect. Salt Lake City; Olympus Publications, Co., 1972.

2. White, Burton L. Human Infant: Experience and Psychological Development. Englewood Cliffs, N. J. Prentice-Hall, Inc. 1971.

Many parents think how smart their child will become is something which is fixed at birth and cannot be changed. This is simply not true. It has been said that this is one of the most important educational discoveries of the 20th century. It is so important that I will repeat it. How smart a child will become is not fixed at birth. A child's level of intelligence is determined in much the same way as how strong he will be. When a child eats well and exercises his muscles, they grow strong and develop fully. With proper food and proper exercise the brain also develops fully. In this session we are going to be talking about how parents can provide the proper exercise or stimulation for their children's brains. That is, how parents can help their children develop their intelligence.

At this point someone may be thinking "Why parents? We have too much to do in bringing up our children as it is and now you are giving us the responsibility of making our children smarter. That's what we send kids to school for. Now I suppose I'll be asked to run a school at home." If any or all of these thoughts crossed your mind I would like to answer them this way. Only recently have psychologists and educators begun to realize how important the years before school entrance

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are for the development of a child's ability to learn. It is widely believed now that most of the child's basic intelligence has been formed by the time he reaches school age. This of course does not mean that by the time he is six years old he has learned most of what he will know as an adult. What it means is that most of a child's ability to learn quickly and with ease has developed by the time he reaches school age. The experiences and exercises the child receives in his early years are very important in determining how smart he will be. The people who are in the best position to supply these important experiences and exercises are the child's parents. How willing most parents are to accept responsibility for assisting their children in developing their intelligence depends on two things. First, knowing how to help your child's intelligence develop and second, knowing how easily the activities can be built into your daily routine.

Before we discuss some of the activities and exercises we can use with our children I would like to mention three important ideas. First, as parents, we are our children's first teachers. We help them form their attitudes toward learning and it is important to make his earliest experiences positive or pleasant ones. When these things do occur during learning the child learns that discovering new things about his world is fun and he will approach new situations with enthusiasm. The second important idea is that it is important to remember that a young child has a short attention span. He is not able to concentrate on one activity for long periods of time. Sometimes he will play with his blocks for ten or twenty minutes but other times he may want them for only a minute or two. There is no benefit in forcing a young child to do things which he is not interested in doing. This only makes him feel that these activities are not fun and ought to be avoided. When ever your child's interest in some activity fades away stop it immediately.

A third point to consider in helping your child develop his intelligence is educational toys. There are hundreds of toys on the market and they all claim to be educationl. Actually, no toy in itself is educational. It depends on what the child does with the toy. Two goals should be kept in mind when you buy toys. First, will it help the child exercise his brain and sensory systems? For example, good toys for infants are those which exercise the senses. It is important that toys for three-and four-year olds assist in developing ideas such as size, number, and time, and organization. The second goal is that they should help learning be fun. The child should enjoy playing with his toys. Of course some of the best educational toys are items found in every home such as pots and pans and boxes and measuring cups, pencils and paper. Many of the sensory stimulation activities described earlier were examples of normal household equipment being used as educational toys.

What kind of experiences and activities help to develop a child's intelligence? The answer to this question depends mainly on the child's age and existing level of development. Let's look first of all at the child in the first year of life. During the first few months sensory experiences, hearing, seeing, touching, smelling, tasting, are

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very important for the child. He is developing an awareness of the world around him and he comes to know his world through his senses. A young child's brain and therefore his intelligence is exercised when he has different experiences and gets different information from his senses. The basic senses, remember, are seeing, hearing, touching, smelling, and tasting.

Group leader writes these five senses across top of blackboard.

To these I will ad moving since the child also experiences sensations involved with the movement of his body.

Group leader adds moving to list on board.

Who can think of some good ways to exercise a child's senses during the first few years of life?

Group leader entertains responses from parents and briefly notes responses under appropriate senses on board. Group leader should be prepared to assist in stimulating responses. Be sure to stress activities which are enjoyable for the child and consistent with normal parent activities.

These are all good ways to exercise a child's senses and stimulate the development of his intelligence.

Let's look now at some of the things which help develop the intelligence of the 12-to-24 month old child. One of the most important things is the language the child hears. It is sometimes thought that since children this age are generally unable to speak, it is not important that they be exposed to a great deal of language and talking. Actually it is very important for the development of the child's intelligence that he receive a great deal of exposure to language during the second year of life. Parents should talk to the child as much as possible, even if it is a one sided conversation. Certainly it is not expected that the child will understand everything that is said but he is learning that these big people who take care of him spend a great deal of time making sounds with their mouths and he will attempt to imitate this noise. He should be encouraged to babble and make all kinds of sounds. By continually naming the objects in the child's environment, for example, shoes, bottle, cup, the names of his toys, and the parts of his body, he will come to associate and connect particular sounds with particular objects. These associations and connections require considerable mental exercise and effort for the young child. Learning to make associations and connections between words and objects and ideas is a very important part of the intellectual growth. Parents play a critical and major role in assisting the child to engage in this mental exercise and it doesn't require any additional time to do this. Talking to your child at all ages before school is very important and hopefully the habits you develop with your one-and-two-year old will carry on.

A wide variety of physical activities are also important during the second year. The child is beginning to walk and this greatly

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expands his ability to explore. He has a lot to learn about the world around him and he should be encouraged to explore. Rather than restrict a child in a playpen it is better to encourage him to gain mastery over his body by allowing him to explore and move around the house. Of course at this point it is also important to childproof the rooms in which the child can roam. In short, this means removing all objects of danger to the child or which you wouldn't want to have broken.

Small muscle activity is also very important. An example of an activity which one-year old children often enjoy and which helps to develop eye-hand coordination is putting small objects into containers. This is an activity which helps the child learn about the things in his world and requires mental exercise. By finding out that some objects fit into others he is learning that things can be organized into sequences and that size is relative. Some other activities which help to develop a child's eye-hand coordination are building towers with large blocks and scribbling on paper with a pencil or crayons. Again these activities require mental activity and help a child to develop his intellectual power.

The third year of a child's life, between the ages of two and three, can be one of the most important for him in terms of developing his ability to learn quickly and easily. During this period the child's vocabulary and his ability to use sentences to communicate increases dramatically. Again it is important for the parent to help him learn the names of objects, such as big, yellow, Susan's, broken, little and hundred of others. He is also learning words that are used to describe actions. Books can play an important part in a child's language development during this period. Particularly useful are books which describe activities and objects with which the child has had first-hand experience. Reading these storybooks to the two-year old is very good for him.

The two-year old should also be taught about geometric shapes such as circle, square, triangles, and colors. There are hundreds of examples of these shapes and colors in the child's environment--square doors, red chirs, etc. The clever parent takes advantage of the opportunity to acquaint his child with these different shapes and colors as he goes about his normal daily routine. This is helpful to the child in several ways. First, it helps sharpen his perception and awareness of objects in his world. It helps him to discriminate between objects in his surroundings and this helps him to begin to classify and order his surrounding. One important part of intelligence is knowing how to classify and order things, e.g., different kinds of dogs are still part of the group called dogs but cats are not. This requires considerable mental activity and is a very good exercise for the child's developing brain. When new things are presented to the child to learn, it is best to teach in very small steps. For example, look at the following two attempts to teach color identification to a child.

Parent #1: Look Joey, here's a red truck and a white block and a blue ball and pink top. Which one is blue?

Parent #2: Joey, here is a black truck and here is a white truck. This truck is black. This truck is white. Where is the black truck?

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The method used by Parent #2 is more likely to be successful than the method used by Parent #1. Who can tell me why?

Pause for response. Correct responses are fewer colors involved, easier discrimination required, objects differ only in color. Be sure to get or supply all three responses.

For most children the easiest colors to learn are black and white and then red, yellow and blue.

The two-year old is also beginning to develop an idea of numbers representing the order of things. It is both easy and important for a parent to help his child understand the idea of numbers. The first thing is for him to learn the names of numbers one through ten. Again this can be done in the normal routine of the household.

"What are some of the ways which counting can be used by the parent in the normal household routine?"

Pause for responses. The idea is to elicit responses consisting of items which parent can count with the child. Examples include silverware, toys, chimes, etc. Perhaps the best method in terms of conditioning parents to be aware of counting is to get into the habit of counting steps when helping child up and down them. Suggest this to parents if it is not volunteered as a response.

Very good! You are coming up with ways in which your home can be an interesting learning environment for a young child.

For the child between the ages of three and four it is important to expand on the exercises and ideas presented earlier, such as shape, color and number. The three-year old is beginning to understand the meaning of numbers now and can go beyond counting. He can begin to answer questions about "how many" and should be given frequent oppurtunities to do this. He is also capable of learning the alphabet and learning to recognize and identify letters. Many opportunities are present within the home for him to engage in saying and identifying letters. Probably the best letters to start with are the letters in his name. Also, it is somewhat confusing at first to learn capital and lower case letters at the same time, so stick to just one at first. Magnetic letters stuck to the refrigerator provide easy and frequent access for the three-year old and remind the parents to engage in play activities with their child centered around the identification of letters.

Particularly helpful in providing both instruction for the child and suggestions for the parent about what kind of activities are useful, are educational television shows such as "Sesame Street". For example, one activity which a part of every "Sesame Street" program involves the child in examining the ways objects are alike and different. These activities get the child to be aware of how things are alike and different. This mental exercise forms one of the basic methods of reasoning. There are many occasions during the day to help your child with this exercise. For example, we can show the child three or four

pieces of clothing and ask how they are alike. Or the parent could show the child several blue objects and one red one and ask the child to find which one doesn't belong or which one is different. So you can see that educational television programs have educational value both for the child and for the parent. They can be the source of many ideas on how to exercise your child's brain.

Optional: The three-year old can engage his brain in other worthwhile activities also which are not as easily seen to be of educational value. For example, it is extremely important that the child be encouraged to play different roles, such as doctor, nurse, teacher, mother, father, big brother, etc. Educators are beginning to realize that such activities are extremely important for the developing intellect. They require the child to step out of his own mind temporarily and assume the thoughts and actions of someone else. This is difficult mental activity. It not only requires a great deal of mental effort but helps the child to develop sufficient mental flexibility to perfect his performance of various roles. The most important thing that parents can do to assist the child in his play is to play right along with him. And be sure to let him decide who plays what role. He can learn a good deal about how to pretend well by watching you pretend well and play your part well. Again, such activities are very stimulating for a child's intelligence and he is highly motivated to perform the various roles.

Another important mental activity for the three-year old which can also have a strong play quality to it involves stimulating the child to utilize his memory. Frequent questions about what happened yesterday or last week or when he visited grandmother will help to develop skill in remembering. One parent used the following game to exercise his child's memory. The child had a box of small, plastic animals. Several were selected and the parent asked the child, for example, to put the lion on his bed. When the child returned he was asked to put the giraffe on the television and so on until several had been hidden. Then the child was asked to find the lion or find the giraffe. He had to remember where he had put each animal and was obviously delighted when he remembered correctly. Again, it is important to set up this game in small steps, starting with only two animals at first, to insure that the child meets with success. Encouraging a child to utilize his memory helps to develop his intelligence.

With the four-year old further developing his skill in the areas already described will occupy a great deal of the parent's effort in stimulating the child's intelligence. Helping him to increase his verbal skills again should be emphasized. The four-year old is able to describe things which happen in fairly good detail and should be encouraged to do this. He spends more time thinking about how others think and feel. By age five, he is likely to know most of the letters in the alphabet by sight and can write most of them on request. He can also begin to associate letters with the sounds they make and many games can be developed to help promote the skill. For example, the parent can say to the child "I am thinking of a color that starts with the letter r", or the game could be taking turns naming words that begin with the letter p.

In all of the activities we have discussed it is not helpful to think in terms of the child being a certain age so he should be able to perform a certain task. It is more important to think in terms of the sequence of tasks involved and concentrating on getting from one to the next in the proper sequence. Think of the sequence tasks involved in the child's being able to name words that start with the letter p. First, he has to be able to distinguish between different sounds, at first loud and soft, then ssss and puh and then buh and puh. Next, he has to learn the names of letters and then he has to learn that different letters make different sounds. And finally he has to be able to produce the sound that p makes and think of words which begin with the p sound. So there is a whole series of tasks and again, the ages at which each task is learned is not as important as is building from one step to the next. You will each receive a small booklet describing sequences of exercises designed to develop your child's intelligence. Remember the next step in the sequence is what counts and not your child's age.

We've briefly mentioned a lot of activities during this session which will help a young child develop his intellectual potential to the fullest. Of course this session hasn't directly helped the child but I hope it has helped stimulate your curiosity and given you some ideas for use with young children. In the last few minutes, let's provide some practice in catching the opportunities to help a young child develop his intelligence. Here is a situation. Suppose you have a two-and-a-half-year old son and you are in the grocery store.

What might you do to help stimulate his intelligence; that is, to make the experience a learning experience?

Pause for responses. Many are acceptable.

Very good. Nowsuppose you want to teach the ideas of relationships such as "on," "in," "under," and "next to". How would you do that?

Pause for responses.

How could you teach your 18-month old about big and little?

Pause for responses.

Very good. Remember there are many, many opportunities for instruction throughout the child's day. In part, how intelligent your child will be depends on how well you take advantage of the opportunities you have to exercise your child's mind during the routine of your daily activities.

The last paragraph is an optimal epilogue.

In closing I would like to make one important point, research has shown that parents who provide their children with opportunities to exercise their mind and who don't go to nursery schools do just as well or better than the average child who goes to nursery school and kindergarten before he starts school.

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Break for coffee.

Handout pamphlets dealing with learning sequence. This is a good time to have parents examine homemade and commercial educational toys.

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SPECIAL EDUCATION

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OBJECTIVES:

1. To understand that exceptionality refers to any child who deviates far enough from the norm that special educational services are required.

2. To recognize that there is not an absolute norm which applies to all individuals but vast differences in physical, maturational and psychological development.

3. To present the range of handicapping conditions in order to gain appreciation for the different areas of special education.

4. To introduce education provisions for the placement of exceptional children.

MATERIALS:

Chalk
Blackboard
Eraser

I would like to begin today's meeting by telling you a true story of a 23-year old shoe clerk named Bill. His employer considers Bill to be one of the best imployees he's ever had. He is not only very dependable and hard working but extremely courteous and pleasant to the customers as well. Every day Bill would come into the store on time, greet the employer and other salespersons with a friendly smile and "Good morning" and begin his work. Because he had difficulty with the paper work - adding figures on the sales receipts - he always used an adding machine. He performed his duties of waiting on customers, exchanging small talk, finding their correct shoe size and stocking the shelves without any difficulty. It was obvious that he enjoyed the work from his readiness to perform and his friendly appearance.

This may not sound like an unusual or even interesting story; but let me tell you where the story began. Bill started school when he was six years old and appeared to be working slightly behind the other children in his class. His teacher, Miss Jacobs, didn't consider it too unusual as many children have difficulty when they first begin school. It is a much different kind of experience than they have been used to and there are a number of adjustments to make. He made friends quite easy and treated his teacher with courtesy and respect. However, toward mid-year his classwork was much behind the others in his grade. He was at this point just beginning to do the work his classmates had

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done at the beginning of school, four months earlier. The teacher was concerned about Bill and convinced that his difficulty had nothing to do with his encountering a new situation as she had once suspected. From talking with Bill's mother on the phone, visiting with her at home and from his good social interactions, it was apparent that he enjoyed school. Becuase of her interest in Bill's welfare she consulted with his parents and they agreed to let the school psychologist interview him and administer some tests. During the testing, Bill was very friendly and showed much interest in the questions, puzzles, and "games" the psychologist used in evaluating him. He did not tire but was enthusiastic throughout the testing situation.

The psychologist's report indicated that Bill was retarded intellectually. He would always work slightly behind his age-mates because he has less potential than the majority of children his age. The psychologist recommended that Bill be placed in a new class which was begun a year ago at the school. It was a special education class for the mentally retarded. A teacher trained at the graduate level in mental retardation had been employed. She received special training in working with children who are retarded. Special materials are used with these children in order to help them learn with a minimum of frustration and failure.

Bill is an exceptional child. He had the advantage of being identified early and a program of treatment was specifically designed to fit his needs. Bill probably would have failed in school and later in a job but his parents and the school did certain things which benefitted him. With proper schooling, Bill learned to function socially and occupationally as well as anyone else, although his ability to do school work is much below average, he is a responsible, contributing adult.

Bill was an exceptional child who had a good special education program available to him. Exceptional children and special education are our topics for today. (Pause).

If we are to understand people we must learn that there is no such thing as a norm or a normal standard which applies to all individuals. From the earliest times it has been recognized that everyone will vary in some way from what might be called normal in terms of physical characteristics and psychological development. Height is a good example; look at the different sizes of people in this room. Most often the differences are small. However, sometimes the differences are so big that they require some changes to allow the person to get along: for example, a short person may drive his car by sitting on a cushion, a very tall man - say 6'9" - may have door arches made higher in his house; he may not drive a Volkswagen, but he still can drive another car.

Treating all children as if they were alike in capability and in intelligence is the same as dressing all children in the same size clothes. Even though differences in mental ability can have some effect in the area of social adjustment, they are as natural as differences in height.

The exceptional child is a child who doesn't and cannot learn by the ordinary methods of teaching used in a regular classroom. The exceptional child can learn if a special education program is provided. Now special education programs are not all the same; what will be required depends on the child's handicaps. In some instances a special class separate from the regular classroom will be needed, in some instances the child will spend most of his time in a regular classroom but will need special educational tutoring, in some instances the child may stay in a regular classroom if the teacher is provided with special materials and weekly guidance concerning how to teach the child.

Now before we consider some of the different kinds of exceptional children, I would like to make a very important point. We must always remember that the exceptional child is first of all a child. This means that he needs the love, understanding and security that all children need to grow. The exceptional child may have some limitations but to emphasize these and think of the child in terms of his limitations is unfair. As parents or teachers we must always think of the child with needs to succeed, to please, to be accepted, to accept one's self, and secondly we must find ways to make these things happen at home and in the classroom.

The people of the United States had always recognized the importance of education. In every state children are required by law to attend school until 16 or 17 years of age. Now the exceptional child must also attend, but if the school is to be productive for him special programs must be provided and this will require specially trained teachers, special materials such as braille paper, buses with a chair lift, school buildings with ramps instead of steps; to name just a few of the needed changes. Yes it is expensive for communities to provide this special education but it is even more expensive not to provide this education. If the exceptional child is made self supporting which is possible in 90% of the cases, then the taxpayers wouldn't have to keep paying for this child as an adult through welfare or by institutionalization. Remember Bill the shoe salesman. In 1970 he earned $8,600 per year and paid his taxes like everyone else. If Bill was on welfare or institutionalized we would have paid between $2000-$2500 per year to support him. In short, providing exceptional children with special education is not only the humane, fair thing to do, it is also good business.

Now let's consider some of the characteristics of the most common groups of exceptional children which are found in the public schools. We will look at the mentally retarded, emotionally disturbed and the learning disabled child. The characteristics and needs of the physically handicapped, visually impaired, and hearing impaired child are fairly obvious.

The mentally retarded (Write on board: Mentally Retarded) has a slower rate of learning than other children. This means that it takes him much longer than the rest of his class to learn his schoolwork and he will need many more reviews of the same information. Since the mentally retarded learn at a slower rate they also mature socially at a slower rate. However, if provided the education and support which Bill our shoe salesman was provided many of these children can by

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adulthood (age 21-25) be self-supporting, independent and socially adjusted. Remember the only unique characteristic of the retarded child is his slower rate of learning; his capacity for love, kindness, loyalty and every other important human quality is there to be developed just as it is in all children.

The characteristics of the emotionally disturbed child are much more complicated and varied than most of the other exceptional conditions.

Write on board: Emotionally Disturbed.

The emotionally disturbed child may show any one or more of the following behaviors:

1. Very aggressive and destructive.
2. Express many fears, and be tense, nervous and fearful.
3. Frequently argues with parents, teachers or friends and is often unhappy.
4. Frequently has physical problems, headaches, stomach aches.
5. Usually very shy and withdrawn; lives in a world of daydreams.

Now all children show these behaviors from time to time, there are two important factors determining whether the child is or is not emotionally disturbed. The first is how severe the problem is and the second is how often the behavior occurs. It is not uncommon for a child to become withdrawn, sad and depressed for a few days following the death of a favorite pet or in some cases to become angry, aggressive and destructive. However, when this condition lasts for a month or more than professional help is needed. The emotionally disturbed child often behaves in ways which are upsetting to adults and other children and therefore these children don't get the sympathy and understanding they need. In point of fact, the natural and normal responses of adults to children who are emotionally disturbed tend to make the problems worse. The classroom teacher is not a psychologist or psychiatrist but with such personnel available to discuss on a weekly basis the management of the child, many disturbed children can be both educated and treated for their disturbance in a regular classroom. In some instances, however, a separate classroom will be needed. The emotionally disturbed child when treated properly will learn up to his ability and will be a productive and responsible adult.

The learning disabled child (Write on board: Learning Disabled) is a child with average or above average intelligence who has a specific problem or set of problems which interfere with his learning some school related skills such as arithmetic, reading, listening, or writing. In some instances these children may do very well in most areas but be very weak in others; for example, a fourth grade learning disabled child may do fifth grade arithmetic but be unable to read,

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or he may be able to spell at a first grade level and read at the fifth grade level. These children are obviously not retarded yet in some areas they don't learn with the usual methods of teaching. They need a special education program. Frequently, these children have problems in expressing their knowledge and interpreting what they get in from their senses. Let me give you some examples of how these problems operate: The learning disabled child may, when reading, interpret words such as "no" for "on", or "dog" for "god"; he may write 69 for 96 or 35 for 53; he may read or write a 'b' for a 'd' or a 'p' for a 'q'. Some children are unable to tell the differences in similar sounds which will prevent them from learning to read using phonetics, for example, they cannot tell the difference between short a and e, or "ch" and "sh". Some children are unable to focus their attention and are hyperactive, distractable or slow and dazed alike.

These children when provided special instruction either by a tutor, the regular classroom teacher with proper materials, or in a special class usually are able to return to a regular classroom in 2 or 3 years. These children usually learn ways of getting around their problem and compensating for it.

Now let's consider how an exceptional child is usually identified. You will note from what I say that a wide variety of specialists need to be available. To begin our understanding of this process, let's consider a common case. Jim is a third grade child who is failing the third grade. In fact, he has failed both first and second grade and reads in a beginning first grade level. In addition, Jim is always being a clown and frequently being sent to the principal's office. Now Jim's first grade teacher just thought he was slow, his second grade teacher thought he was just a spoiled child who needed a good spanking, and his third grade teacher doesn't know what to think since she sees lots of conflicting evidence. This teacher made a referral to the school psychologist and visiting teachers who begin the diagnostic process. This process may involve testing, interviewing parents, child, teacher, observation of the child, and tentative changes in the work presented to the child. With the results of the evaluation a treatment program is developed which is aimed at the problem behavior observed by the teacher and if present any unseen causes. In Jim's case the psychologist determined that Jim was not retarded and that he had above average intelligence. However, Jim had both a visual and an auditory discrimination problem. This means he often cannot tell the difference between similar sounds that he hears and similar shapes that he sees. Well, these abilities are very important to reading. The psychologist also noted that Jim was well liked by his classmates, his gym teacher and the other adults in the school described him as a cooperative child. The visiting teacher found that Jim's parents were concerned about his failing in school, they described him as a happy cooperative child. However, the visiting teacher did learn that when he was frustrated or failing at something he would act dumb and silly, which was quite upsetting Jim's parents. From this and other information it was obvious that Jim was not retarded and not spoiled or emotionally disturbed although he might become disturbed with time if his problem went untreated.

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Jim was diagnose as having a learning disability and the services of a resource teacher would be needed. The resource teacher would see Jim for 20 minutes each day and work with him on exercises aimed at overcoming his problem. She would also help his regular classroom teacher by providing her with any speical materials needed in the regular classroom. The school psychologist would work with Jim's teacher to help Jim give up his self destructive silly behavior. Incidentally this behavior made good sense, what would you do if you were a child who couldn't do what people asked. Jim found acting silly got him sent out of the room and that meant out of the frustration of trying to do work he couldn't do without special help.

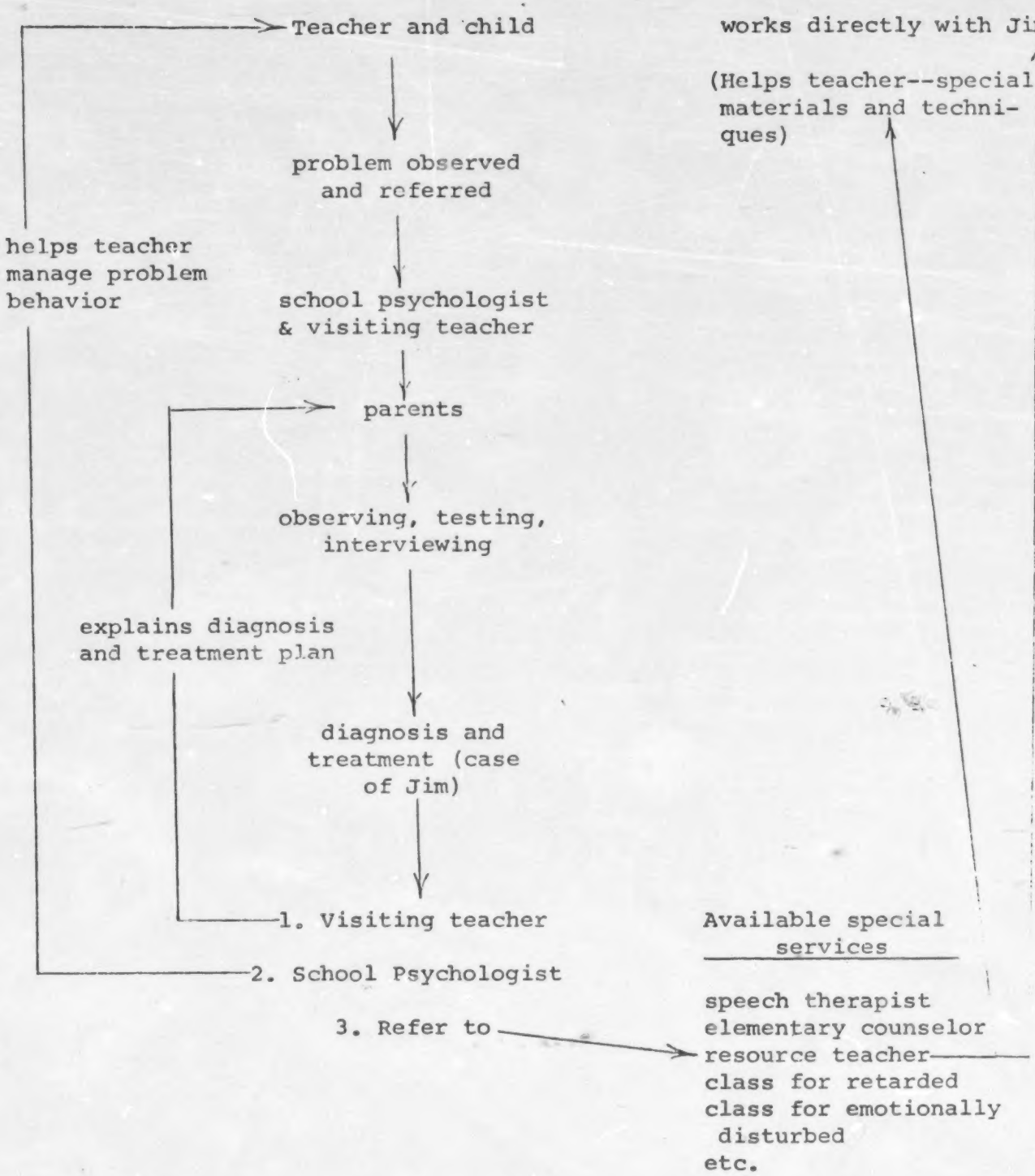
Today we took a look at exceptional children and special education. I would like to leave you with these ideas.

First, all children whether exceptional or not are first of all children and have the same needs for love, understanding, social contact and achievement.

Second, special education is not one thing; it involves many different specialists, methods, materials and programs. If your child or a friend's child is to be placed in a special education program it should be specific and explained to the parents.

Third, the problems and needs of exceptional children are real and in many instances curable or correctable. As all children these children need the adult community to insure that their needs are met and this means making sure your schools have available the special education programs needed by the children of your community.

I recognize that what was presented here today was primarily in the form of a lecture and it might be helpful for all of us if we could take some time to share our reactions and our experiences with special education. (Pause.) Would anyone care to share their reactions?



ILLUSTRATIVE HANDLING OF A CHILD WITH LEARNING AND BEHAVIOR PROBLEMS.

HELPING YOUR CHILD WITH HIS SCHOOLWORK

R. R. ABIDIN

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OBJECTIVES:

1. To teach parents how to handle the decision as to whether your child needs tutoring and what he should be tutored in.

2. To teach parents how to go about tutoring their child.

   a. Introducing the idea.
   b. The emotional tone of the sessions.
   c. Praise and cueing.

MATERIALS

Blackboard

Many children have difficulty with at least one subject during the elementary school years. And although teachers try to give each child the individual attention and extra help needed to get through these difficult periods, it is sometimes impossible for them to provide all the individual help that is required. So sometimes the responsibility for providing extra help rests with the parents. This extra, individual help can be called tutoring. With tutoring two questions are very important. One is what should you tutor your child on? The other question is how do you tutor?

The question as to what to teach or the content of tutoring must be decided in conference with your child's teacher. Generally the problem areas in the early school years are reading and math. The specific skills to be taught in the tutoring sessions should be arrived at by discussing your child's progress with his teacher. This insures not only that the tutoring sessions cover the skills of most importance but also lets the teacher know that you are interested in and concerned about your child's progress.

It is very important that you approach you child's teacher with a positive and constructive attitude. Unfortunately, parents are often so unhappy about their child falling behind that they either directly or indirectly blame their child's teacher and act aggressive or annoyed toward them. Nearly all teachers take a personal interest in their pupils and frankly most are upset themselves when children fall behind or fail in school. Constructive concern on the part of the parent which is shown in a relaxed inquiry about their child's performance in school almost always will produce a helpful response from your child's teachers.

Since the answer to the question what to tutor depends on the

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particular child and teacher we will not concentrate on that important part of tutoring during this session. We will concentrate on the how. That is, how to be a helpful tutor. There is much more to tutoring than simply knowing the correct answers to the questions. Children generally require tutoring because they are failing some subject or because they have not learned some specific skill such as dividing words into syllables. Failing in school often causes a number of negative and disruptive behaviors to develop in children. These behaviors often cause problems in the feelings between teacher or tutor and the child. Let's look at some of these effects by looking at examples from tutoring sessions.

Session #1: Johnny sat down and his father said, "Let's look at some of those subtraction problems." Johnny rearranged his seat and dropped his pencil. When he picked it up he said, "Tommy and his Dad are going fishing Saturday, think we could go?"

How would you describe Johnny's behavior? What would you say he is doing?

Pause for response. Answer is avoiding math.

Right, Johnny is avoiding the math problems. It is very natural to want to avoid something you have failed in the past and this is something the parent-tutor will have to work on. Here is another example.

Session #2: "Gee, Mom, I'll never learn to read. I'm just dumb. I'm really a failure."

In this example the child is very clear about his reaction to failure. He has met with failure in learning to read so he has decided that he is not intelligent and is a failure as a person.

Optional comment: Incidentally, this is a good example of one of the common self-defeating ideas we talked about in an earlier session. Can anyone identify it?

Pause for response. Correct response is judging your value as a person on the basis of your accomplishments and having to succeed in all endeavors in order to be self-accepting is just hurting yourself.

Let's look at one more fairly common reaction to failure which might be found in a tutoring session.

Session #3: Parent: Okay, Tanya, let's see what the trouble seems to be in math.
Tanya: Oh, I can do math. It's just that old creep, Mrs. Pumpernickel. She just picks on me because I have more friends than her pet Janie does.

How is Tanya handling her experience with failure?

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Pause for response. She is blaming teacher for her own shortcomings. Also demonstrates irrational idea that since she doesn't like Mrs. Pumpernickel she is going to do less than her best to "show her".

As you can see the job of tutor can be complicated first of all by the fact that the children's feelings are often involved in their performance. How does the tutor handle this? We shall see as we describe the steps involved in tutoring.

The first step of course is deciding that tutoring is needed. As was said before this occurs through discussion with the child's teacher. If the teacher and parents decide that tutoring is needed then this decision has to be told by the parents to the child. There are three helpful important points to get across to the child; that you are interested in his schoolwork, two, you like to see him do well, and three, would like to help him do a bit better in one specific area or skill.

Write each on blackboard under heading - helpful points.

In talking to your child about tutoring there are four destructive things which you should avoid doing. First, communicating the idea to your child that he is letting you down, second that he should be blamed for doing bad work, third that you are ashamed of him, and fourth that he is lazy. Let's look at some statements which might be made by a parent to his child about tutoring. You tell me what is helpful or destructive about each.

Parent #1: Billy, I talked to your teacher this morning. She told me you were doing very well in arithmetic but were having some problems with spelling. Let's work something out so I can help you with that spelling for a little while.

Was Billy's parents statement helpful or destructive?

Wait for parental responses.

What was helpful about Billy's parents comments?

Wait for parental responses.

Very good, we see Billy's parent involved all of the helpful points and none of the destructive points in his comments.

Now let's look at another parent's way of talking to his child about tutoring and her problems with her school work.

Parent #2: Sarah, I was very pleased to talk to your teacher however, I am concerned with you reading grade. I would like to help you improve your reading; you know reading is important and you are a little lazy. I am sure if you tried harder you could do better.

What was helpful or destructive about Sarah's parents' comments?

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Helpful - a. interest in problems Destructive - a. lazy
b. no specific area
c. blaming.

Okay, now let's all imagine that your child's teacher tells you that your child needs to learn how to do long division better and you decide to tutor him. Using your child's name write down how you would tell him about the need for tutoring.

Hand out paper and pencils.

Optional comment - Remember in earlier sessions we discussed "reflective listening" and "sharing yourself" communication. Well, these skills are very important to the good tutor. Listening to your child and observing his face is every bit as important as is talking to and telling your child things while you are tutoring him.

Let's assume that you have decided to go ahead with the tutoring session and you know the specific skill or information to be taught. The next thing to consider is how to tutor. Several points are important regarding how you set up the tutoring session. They are communication, how to set up tutoring sessions that are enjoyable and satisfying, seating arrangement of child and tutor, making clear the directions, planning the lesson in small steps which require frequent answers, looking at the child when speaking to him, attending to each problem, and if possible provide concrete objects for child to manipulate which teach the idea.

Group leader writes items one through eight on board.

Now let's take a close look at setting up the tutoring session. The first idea was mentioned earlier. Be sure that there are open lines of communication. You can learn a great deal about your child simply by listening to him. The second general consideration in how to set up tutoring sessions is that they should be enjoyable and satisfying both for the parent and the child. If after the first session, you find that the tutoring is unpleasant to you or your child stop immediately and go back to listening to your child. Remember, the child's initial reaction may be based on fear and the desire to avoid the pain of failure which he experienced in the past or possibly he fears rejection by the tutor for not being able to do the work. By being accepting and making the sessions fun you can help him get over these feelings. Third, during the sessions it is better to sit next to your child rather than across from him. This way it is easy for both of you to see the lessons and it encourages a friendlier atmosphere. Fourth, for some children the major difficulty in the primary grades is not in mastering the subject matter but in following directions. To be sure that the directions you give are not difficult to follow and are presented slowly and clearly. Fifth, plan the lesson in small steps which require frequent answers. This keeps the child's attention on the work and gives you a closer look at where the difficulties lie.

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For example, if you are doing addition problems, present them one at a time rather than having him do a page of fifteen or twenty. Sixth, when your child speaks to you or when you are speaking to him be sure to look at him. It is sometimes easier to see confusion and frustration than it is to hear it. Seventh, don't skip any problems. Wait for an answer to each one. This helps the child develop the habit of working on difficult items rather than passing them by. And eighth, young children learn best by having concrete objects to manipulate. Allow the child to handle the materials you are working with. This is a rather lengthy list of things to remember in developing a tutoring style but each item is important and should be kept in mind throughout each tutoring session. Let's look more closely at just what you do when you are tutoring.

It may seem rather basic but during tutoring only two things can happen to each question. The child's answer can either be right or wrong. How you handle these right and wrong answers determine a good deal of your tutoring style and your child's acceptance of your tutoring, his feelings about the situation and how much he learns. First, let's look at how to handle right answers. Every right answer should be followed by praise. We have discussed praise at some length in previous sessions. A word of praise should follow every right answer. Examples are "good job", "Right!", "that's it exactly", etc. These words of praise bolster the child's confidence and let him know that you notice his good work as well as his not so good work. It might seem a little awkward at first to comment on every right answer but it is both important and necessary.

Now sometimes answers can be correct but not complete. For example, suppose you showed the child a picture of six birds and count the number of birds out loud. The child says 1, 2, 3, 4, 5, 6, but forgets to point. What do you do? Well, the child has given the correct answer so you praise him. You say "terrific". Now his answer is not complete because he did not point as he counted. Remember, following directions is half the battle. After you have praised the child for the part of his answer which is correct, you focus his attention on the part which is incorrect or incomplete by restating the problem and what you want him to do. For example the child who didn't point to the birds as he counted them would be simply told "Now this time I want you to be sure and point to each bird as you count them like this", (tutor would give example to the child). Remember to praise his second correct response.

Now let's look at how to handle situations in which your child gives the wrong answer to a question or problem. The first thing you must remember is not to lecture the child to pay better attention, or to use any sarcasm such as "you know better than that", "don't be a dummy." The most skilled tutors in fact never even use the work "no" or phrases such as "that's not it" or "that's wrong" while they are tutoring. They know how much children and others dislike the bitterness of failure.

The skilled tutor responds to a wrong answer by restating the question and supplying the child with more clues to help in getting the correct answer. After the child gets the answer correct, it is very

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helpful to go over the question in its original form without the clues and praise his correct response.

Let's look at some examples.

A child is to read some arithmetic problems and then solve them. The problem reads: A boy had 5 marbles in one pocket and 5 in another and 2 firecrackers in another pocket. How many marbles did he have all together. Your child says 12. Your response should not be "no, that is wrong."

You would respond "Jimmy, look at the problem and tell me how many different kinds of things the boy had in his pockets?" (Child's response - marbles and firecrackers.) "Now, how many firecrackers did he have?" (Child respons - 2). "How many marbles did he have all together?" (Child responds - 10). "Very good - very good." You can see how the tutor can work so that she never says "no" or "that is wrong."

Let's look at another example. But before we do let's make a little chart so that we can remember what to do depending on what kind of answer the child gives to our questions.

Write following chart on blackboard.

Correct answers - Always praise
Incomplete answers - Restate question and praise correct part
Wrong answers - Give child additional help - clues.
Praise correct answer.

Okay, now we all know what to do with an answer which is correct, incomplete and wrong. Now let's look at some examples.

#1: Billy is asked to say three words which rhyme with cat. He says fat and rat. Which should you say? "I said three not two." or "Right fat and rat thyme with cat. That is two, this time give me three."

Pause for response. Coreect is second

What is wrong with the first response?

Pause for answer. It is too negative.

#2: You have shown Sally a picture of a car and a train and asked her to name the letters each start with. She says, "car starts with C and train starts with K." What do you do?

Pause for response. Praise and reward. Have parents supply actual wording of their praise and cueing.

#3: You have asked Tony how much 3 plus 4 are and he said 9. What do you do?

Pause for response. Answer is incorrect so you give additional help

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such as, here are my three fingers. I add 4 of your fingers. How many do I have?' Now he says 7. What do you do?" (Praise).

#4: Billy is asked to spell four words on a piece of paper. He spells them as follows; water, trian, fast, wulk. What would your response be to his performance?

Pause for parent response.

Suggested response of parent: Water is spelled WATER - good. Train is spelled TRAIN - how do you spell train Billy? (Child's response). Good. Fast is spelled FAST - good. Walk is spelled WALK - How do you spell walk Billy? (Child's response.) Good.

Very good. If you stick to this systematic program and you will find that you will be a very effective tutor. Remember, though, that these sessions should be held consistently for as long as neeeded and should allow for an enjoyable interchange between you and your child.

I would like to share one last idea with you which can help you be a good tutor. If you have a tape recorder available record your tutoring sessions with your child and then listen to them at some quiet time. Keep the following questions in mind as you listen to the tape.

1. Does this sound like a happy interaction?

2. Would I like someone to talk to me like I speak to my child?

3. Am I following the rules on how to tutor?

   a. Praising every correct answer.
   b. Restating the question for incomplete answers but praising the correct part.
   c. Giving additional help and clues for wrong answers and praising when the child gets them correct.

Distributing 3 X 5 cards with the above rules on it might be a valuable clue to parents who would like to tutor their child they could keep it in hand or in front of them while they tutor.